



CURRICULUM COMMITTEE | AGENDA

Wednesday, May 16, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

- | | | | |
|---------------------------------------|----------------|-------------------|---------------|
| Guido Davis Del Piccolo, <i>Chair</i> | Aileen Huang | Eric Minzenberg | Edie Spain |
| Georgia Lorenz, <i>Vice Chair</i> | Maral Hyeler | Estela Narrie | Gary Taka |
| Brenda Benson | Narhyn Johnson | James Pacchioli | Van Tran |
| Ellen Cutler | Randal Lawson | Deborah Schwyster | Marco Vivero |
| Jasmine Delgado | Helen LeDonne | Kevin Shaw | Carol Womack |
| Keith Fiddmont | Emily Lodmer | Jeffery Shimizu | Julie Yarrish |
| Diane Gross | Walter Meyer | David Shirinyan | |

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 |
|------------------|----------------|

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:
 - (Course Updates)
 - 1. BUSINESS 53: Importing And Exporting.....7
 - 2. COM ST 22 Introduction To Forensics
 - 3. HISTORY 47: The Practice of History.....14
 - 4. MEDIA 1: Survey of Mass Media Communications
 - 5. MEDIA 2: Reading Media Acquiring Media Literacy Skills
 - 6. MEDIA 10: Media, Gender, and Race
- VI. Action items:
 - (Consent Agenda)
 - a. Renaming of degree from “Speech” to “Communication Studies (formerly Speech)”
 - b. POL SC 95: Public Policy –Experiential Learning: Change from “Prerequisite: POL SCI 31, Introduction to Public Policy” to “Prerequisite or Corequisite: POL SC 31”

**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.*

(New Courses)

c. BUS 34: Introduction to Social Media Marketing	19
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(Degrees & Certificates)

p. Associate in Science-Transfer, Business (AS-T Business).....	83
q. Associate in Arts-Transfer, History (AA-T History).....	84
r. Removal of “Fundamentals of Interior Architectural Design” and Level I certificate for Digital Media; rename Level 2 certificate “Digital Media”.....	85

(Old Business)

s. CLEP Exams and SMC Credit (Degree, GE, and Course Equivalency).....	87
t. Revision of Ecological Literacy Criteria (Global Citizenship requirement).....	89

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 I MINUTES

Wednesday, May 2, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Aileen Huang	Emily Lodmer	Jeffery Shimizu, <i>Acting Vice Chair</i>
Brenda Benson	Maral Hyeler	Eric Minzenberg	David Shirinyan
Ellen Cutler	Randal Lawson	Estela Narrie	Edie Spain
Diane Gross	Helen LeDonne	James Pacchioli	Gary Taka
			Carol Womack

Members Absent:

Georgia Lorenz, <i>Vice Chair</i>	Jasmine Delgado	Walter Meyer	Marco Vivero
Karin Chan	Keith Fiddmont	Deborah Schwyter	Julie Yarrish

Others Present:

Anna Collier	Nancy Grass	Laura Manson	Kevin Shaw*
	Hemmert		
Jeffrey Clark*	Erin Kaitel*	Wendy Parise	Van Tran*
Vicki Drake	Ellen Khokha	Katya Rodriguez	Joy Tucker

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 3:10 p.m.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of April 18, 2012 were approved as presented.

IV. Chair's report:

- The Academic Senate approved the following on April 24, 2012:

(From the Curriculum Committee meeting of April 4, 2012)

I. Action items

(New Courses)

- Dance 70: Dance Staging Technique

(From the Curriculum Committee meeting of April 18, 2012)

I. Action items:

(Consent Agenda)

- 'Speech' discipline renamed 'Communication Studies' (see courses 1-8 listed under "Course Updates")

(New Courses)

- POLI SCI 3: Introduction to Politics: Justice, Power and Agency

(Degrees & Certificates)

- Associate in Science for Transfer (AS-T), Early Childhood Education

- The Chancellor's office sent notice of approval of Santa Monica College's AA Degree in Global Studies on April 26, 2012.

There was a discussion centering on the feasibility of removing the Level I certificates that may serve as a benchmark for students, but does not prepare the students for employment in the industry as the department chair had expressed via email communication.

There was consensus that Chris Fria, Design Tech department chair or a department representative needed to be present to better support the department's rationale and address the Committee's questions.

Motion: To table the item: Removal of "Fundamentals of Interior Architectural Design" and Level I certificate for Digital Media; rename Level 2 certificate "Digital Media" till the meeting of May 16, 2012 – Chris Fria or department representative to present item

Motion Made By: Brenda Benson
The motion passed unanimously.

Seconded By: James Pacchioli

(Distance Education)

f. Business 34: Introduction to Social Media Marketing (DE)

(See Item VI.b – tabled for consideration on May 16, 2012)

g. Business 53: Importing And Exporting (DE) – presented by Katya Rodriguez/Joy Tucker.

Estela Narrie moved to approve Business 53 (DE) with the following changes:

- Edit the answer to Question # 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, to provide more flexibility for anyone who might teach the course, while also suggesting a particular organization.*
- The "Final Project Presentation" is of concern in that having such a project be "mandatory" presupposes particular abilities and equipment. It was suggested that a comparable alternative to the video presentation be conceptualized and included in the course outline.
- Assessment Best Practices – Project Presentation: This section needs to be focused on the content, rather than the delivery (as the delivery is not a part of the course objectives or the course description).
- Remove "first person" language from the DE application so that this becomes a model for any instructor to teach this course via Distance Ed.

Motion Made By: Estela Narrie

Seconded By: Emily Lodmer

After a discussion on the changes to be requested, Estela Narrie withdrew her motion.

Motion #2 on Business 53: To ask the department to modify the DE application and resubmit it for consideration at the May 16, 2012 meeting.

Motion Made By: James Pacchioli

Seconded By: Ellen Cutler

Yeses: 17

Noes: 0

Abstentions: 1

(Note: Yes votes include 2 student votes)

h. ECE 48: Adult Supervision And Mentoring (DE) – presented by Ellen Khokha and Wendy Parise

Motion Made By: Randal Lawson
The motion passed unanimously.

Seconded By: David Shirinyan

i. **GEOG 20/GIS 20/CIS 20: Introduction To Geographic Information Systems (DE)**– presented by Vicki Drake

Brenda Benson moved to approve GEOG 20/GIS 20/CIS 20 with the following changes:

- Modify the second sentence in the catalog description to clarify the non-compatibility of Mac OS with the GIS software in the catalog description: "This course will present the concepts and applications of GIS using Personal Computer (PCs)" (text provided by Diane Gross, CIS)

Motion Made By: Brenda Benson
The motion passed unanimously.

Seconded By: Carol Womack

VII. Adjournment:

The meeting was adjourned at 5:05 p.m.

The next meeting will be held on Wednesday, May 16, 2012 at Drescher Hall-Loft (300E) at 3:00 p.m.

Respectfully submitted,

Jeffery L. Shimizu, *Acting Vice Chair*
JS/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.
Proposed for Distance Ed	Yes
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 21% - Exams/Tests Midterm Exam • 21% - Final exam • 22% - Other Export/Import <u>written</u> Project <u>Presentation</u> (and related assignments) • 20% - Projects Market Comparison <u>Research Projects</u> • 16% - Written assignments 4 Assignments • 100% - Total
Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Case studies, videos, PowerPoint presentations, <u>student presentations of business and marketing plans</u>
Assignments	
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.

Distance Education Application Student Interactions

Student-Instructor Interaction	<p><u>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. Optional cyber cafe (java cafe) where students can ask questions and questions are captured in the system. Students can access at any time and see all saved answers posted in a bulletin board. Students can also answer questions.</u></p> <p>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.</p>	
Student-Student Interaction	<p>Students will participate in 5-10 threaded discussions related to chapter topics to create an environment of community in the class.</p> <p>Students will have available both email and chat functions in the online class to communicate with each other.</p>	
Student-Content Interaction	<p>Students will read designated textbook chapters each week and participate in the following activities:</p> <p>Online lecture, assignments, Midterm and Final Exam.</p> <p>Students will read 20 chapters total from the textbook.</p>	
Online class	Brief Description	Percentage

activities that promote class interaction and engagement		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%
<u>Written Project Presentation</u>	<u>Students present their eExport or import project which they worked on the whole semester</u>	20%
Exams	Midterm and Final Exams	20%
Written assignments	Students submit written assignments based on what they learned, turned into dropbox <u>drop box</u> .	10%

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 content will be organized into approximately 7 modules. Each module contains a specific focus of study and all modules are of approximately equal value and size. To appropriately address the course content, the modules are likely to be:

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

Each module consist of assigned textbook reading, online lecture material, engagement in content-specific discussion through discussion threads, a self assessment quiz and/or case studies, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the modules to supplement understanding as well as other online resources as appropriate.

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:

<p>1. READING: Students will have to read chapters from textbooks before our weekly class; students will need to prepare readings in advance.</p> <p>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.</p> <p>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.</p> <p>4. THREADED DISCUSSIONS: Students participate in all threaded discussions during the week they are assigned.</p> <p>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</p> <p>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.</p> <p>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.</p>
<p>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.)</p>
<p>eCollege or eLearning management system training, eCompanion training, 508 Compliance training.</p>
<p>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.)</p>
<p>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.</p>
<p>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.</p>
<p>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</p>

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 threaded discussion.

Assessment Best Practices

20%-**Written 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 project

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.

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 47 - The Practice Of History

Course Cover	
Discipline	HIST-HISTORY
Course Number	47
Full Course Title	The Practice Of History
Catalog Course Description	This course presents an overview of historians' methods of research, critical analysis, and written argumentation and introduces historiography and historical theory. Students will apply these methods through a variety of written assignments, including a properly-documented academic research paper. This course's research component will further students' information competency skills.
Rationale	
Rationale	Differences in Teaching Critical Analysis in English 2 and Practice of History: Historical methodology and research rely on the same critical reading, reasoning, and writing skills as taught in English 2. Clear logical thinking and writing cross disciplines. However, historical research also requires knowledge of historical fields, historiographic trends, and theory and the ability to identify, locate, and critically use a range of sources to answer a historical question. To address both these areas of need, this course focuses on students skills in critical analysis and in research, including information competency in on-line catalogue, database, and Internet searching.
Proposal Information	
Proposed Start	Year: 2002 Semester: Fall
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	Min:

Arranged Hours	
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	History (Masters Required)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA-T Degree History
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe, discuss, and apply orally and/or in writing, an understanding of history as a discipline characterized by the application of critical analysis to factual evidence (including its genres, explanatory theories and assumptions, and historiography).	
2. Frame a question for historical research and design and implement a research proposal, producing a research paper whose thesis is clearly stated and effectively supported with logically organized, soundly interpreted, and properly documented factual evidence.	
3. Select, critically examine and evaluate secondary sources, attentive to their structural and analytical components including the author's identity and intended audience, thesis, argumentation, methodology and use of sources, and date and context of publication.	
4. Locate, critically examine and evaluate the use of primary sources, attentive to concepts of historical agency, context, perspective, and multi-causation.	
5. Distinguish forms of logical reasoning, including inductive and deductive reasoning, and demonstrate their use; identify and effectively address such fallacies common in historical analysis as those involving issues of causation, over-simplification of complex occurrences, and application of judgment not interpretation, as well as more general fallacies of reasoning.	
6. Identify and effectively address common problems in the use of evidence, including contradictory and/or incomplete evidence; demonstrate awareness of the shifting use and meaning of language, including the denotative and connotative meaning of terms and labels.	
7. Critically evaluate, revise, and strengthen their own argument.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
20%	Historiography: overview and case study through analysis of two to three secondary sources, as to author, audience, methodology and assumptions,

	selection and use of evidence; thesis and argument; and date and context of publication.
20%	Logical reasoning and fallacies, including those common to historical argumentation and more generally; handling contradictory and incomplete factual evidence; attention to language and terminology.
30%	Use of primary and secondary sources: locating, analyzing, and determining utility of range of sources, emphasizing diverse authors' perspectives and audiences, context, and evidentiary significance.
30%	Research project/application of historical methodology: frame a historical question and devise and implement a research strategy, through preparation of a properly documented and logically coherent research paper.
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Papers Multiple analytic essays • 30% - Projects Formal research paper and oral presentation • 30% - Quizzes Quizzes and exams • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	Critique Lecture and Discussion Projects
Other Methods	<p>Methods of presentation will vary among instructors but all will include lectures to present basic concepts of history as a discipline, historiography, and historical methodology. Class discussion and weekly assignments will emphasize incremental practice in the analytical skills and components that are necessary to produce an academic research paper and oral presentation. Time will also be allocated for individual critiques by peers and instructor.</p> <p>In total, students will write a minimum of 6,000 words, approximately half in critical exercises and half in a ten- to twelve-page researched and documented paper. The papers will require students to apply the critical skills introduced in the course.</p>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Spaulding, Roger and Christopher Parker . <i>Historiography: An Introduction</i> , ed. Manchester UP, 2008, ISBN: 0719072840.	
2. Tosh, John. <i>The Pursuit of History</i> , ed. Longman, 2010, ISBN: 0582894123.	

3. Turabian, Kate et al. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , 7th ed. U Chicago Press, 2007, ISBN: 0226823377.	
4. Storey, William K.. <i>Writing History: A Guide for Students</i> , ed. Oxford University Press, 2012, ISBN: 0199830045.	
Other	
1. Historical secondary and primary sources such as monographs and archival material.	
Assignments	
Sample Assignment	
Sample Assignment	
1.	Write a 1000-word essay that summarizes and analyzes two or more primary sources, identifying their authors' perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?
2.	Prepare an annotated bibliography of six primary and three secondary sources (500 words).
3.	Working with a body of factual information, present it once as a chronological narrative attentive to contingency and a second time in an analytical format that thematically addresses the variety of factors and/or perspectives involved. (1500 words total)
4.	Write a review essay that analyzes, evaluates, and compares two or more secondary sources in terms of their intended audience, author's assumptions, theses and argument, logical reasoning and use of sources, and relationship to the topic's historiography. (1500 words)
5.	Frame a historical question and research proposal, demonstrating understanding of diverse types of evidence and historians' constraints in using them to draw sound inferences. (500 words)
6.	Write an analytical synthetic research paper that identifies and discusses a significant trend or event, in terms of causation, diverse perspectives, and significance. Your essay should draw on a minimum of three secondary and six primary sources. (3000 words)
Pre/Corequisites & Advisories	
Prerequisite	
ENGL 1	
Content Review	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support	Yes

course?	
Additional Comments/Information	
Student Learning Outcomes	
1. Describe and discuss, orally and/or in writing, history as a discipline characterized by the application of critical analysis to factual evidence (including its genres, explanatory theories and assumptions, and historiography).	
2. Critically examine historical material, including primary sources, attentive to such concepts as historical agency, context, perspective, and multi-causation.	
Program Learning Outcomes Transfer/General Ed	
CSU/UC Transfer Course	
A. Transfers to UC (pending review) B. Transfers to CSU	
IGETC Area 1: English Communication	
B: Critical Thinking-English Composition	
CSU GE Area A: Communication in the English Language and Critical Thinking	
A3 - Critical Thinking	
Comparable Transfer Courses	
College Info	
Attached Files	
History 47 Texts and References	

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
Cross Listed Course	
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.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
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	<ul style="list-style-type: none"> 50% - Exams/Tests

	<ul style="list-style-type: none"> • 20% - Final exam • 30% - Homework • 100% - Total
Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Tuten, T, L and Solomon, M, R. <i>Social Media Marketing</i> , 1 ed. Upper Saddle River: Pearson Education, 2013, ISBN: 0132551799.	
Manuals	
<i>You have no manuals defined.</i>	
Periodicals	
1. Stelzner, M. <i>Social Media Examiner</i> , <u>Social Media Examiner Blog</u> 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	
<p>There are numerous online resources. Here are some examples:</p> <p>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/</p>	

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.	
Program Learning Outcomes 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	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>

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.

Santa Monica College
New SMC Course
Expanded Course Outline for CIS 67 - WordPress

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	67
Full Course Title	WordPress
Cross Listed Course	
Catalog Course Description	WordPress is the world's most popular Content Management System (CMS) platform, powering personal blogs, some of the largest community/society websites, eCommerce web stores and fan sites built with cutting edge technology. This course provides students with the knowledge, skills, and hands-on experience to create, enhance, and maintain a successful WordPress site. Students learn the necessary skills to install WordPress, design, and build a WordPress website, create and sustain a blog, populate the site with content aggregation, and build a content management system. Students will be able to edit the site, integrate analytics, optimize for Search Engine Optimization (SEO), and build for multiple contributors. The design and integration of WordPress themes, widgets, and plugins will be emphasized.
Rationale	
Rationale	The fact that our students have been asking for this class aside and in our fall 2011 CIS advisory board, the board members unanimously asked us to create a course in WordPress, a WordPress class is important right now because WordPress powers nearly a quarter of new websites today. It is also the content management system (CMS) of choice for more than 14% of the top million sites, making it the most popular CMS on the web. WordPress is trusted and used by content publishers both large and small, for instance, CNN and the NY Times. With more than 50 million sites globally that are built on the WordPress publishing platform, it is key for our students to be versed in this dynamic semantic platform.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring
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:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Computer Information Systems
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement Website Software Specialist
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and explain the differences between two different resources for installing and using WordPress, WordPress.org and WordPress.com	
2. Sketch out a WordPress website and understand how to build and implement the design	
3. Create blogs and manageable content management systems with structured information using WordPress	
4. Create new content, and aggregate existing content from around the web	
5. Insert media, podcasts, RSS feeds, audio/video and their players into the WordPress site	
6. Design and build custom themes using WordPress frameworks, widgets, and plugins	
7. Publish, move, maintain, and secure a WordPress site	
8. Perform customization of a WordPress site for different form factors, from desktop to mobile	
9. Manipulate WordPress settings to create and implement a solid Search Engine Optimization plan	
10. Demonstrate an understanding of accessibility and usability issues pertaining to WordPress sites	
11. Apply critical thinking skills to case studies	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
5%	Hosting, installing and configuring WordPress and user accounts

10%	Building and deploying posts (blogs) and pages (website)
25%	Install and modify themes, WordPress plugins, forms, syndicated newsfeeds
25%	Create custom themes and layouts using a WordPress framework
20%	Integrating aggregated feeds, media: photos, drawings, charts, video, and audio
10%	Optimizing the WordPress website for mobile and tablet by customizing themes
5%	Optimize for search engine optimization & analytics using WordPress plugins
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Class Work in class hands-on assignments • 15% - Exams/Tests Midterm exam • 15% - Final exam • 35% - Homework • 20% - Projects • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion Other Projects
Other Methods	PowerPoint Presentations; Videos, Reading Assignments, Hands-on-Activities
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. April Hodge Silver. <i>WordPress 3 Complete</i> , 1st ed. Packt Publishing , 2011, ISBN: 1849514100.	
Assignments	
Sample Assignment	
Sample Assignment	
Sample Assignment 1:	
Setup User Privileges for a WordPress blog	
<ol style="list-style-type: none"> 1. Login to WordPress dashboard 2. open user menu 3. add users 4. set the privileges 	

5. set default roles
6. and define each user's role

Sample Assignment 2:

Adding social network buttons to the WordPress website

1. Search the WordPress database for the *Share and Follow* plugin
2. install the *Share and Follow* plugin
3. activate the plugin
4. Open the options panel and configure the options for your site
5. add a share bar to a post
6. test the bar
7. choose the social apps to display
8. style the bar

Pre/Corequisites & Advisories

Pre/Corequisite

CIS 54

Pre/Corequisite

CIS 60A

Library

List of suggested materials has been given to librarian?

Yes

Library has adequate materials to support course?

Yes

Additional Comments/Information

Student Learning Outcomes

1. Acting as a WordPress site administrator, students will use WordPress to build out a complete content management system that will include blogs, webpages, a WordPress theme, WordPress plugins, chats, social sharing, and various forms of media and photo galleries.

2. Students will design and build a custom WordPress theme that will be built in full compliance with W3C standards, will have enhanced web typography, and will be customized with WordPress widgets and plugins.

Program Learning Outcomes

Transfer/General Ed

CSU/UC Transfer Course

B. Transfers to CSU

Comparable Transfer Courses

College Info	
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	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<ul style="list-style-type: none"> - respond to individual student e-mails -provide instruction on course navigation -clarify assignment content -remind students of assignment project due dates -provide feedback on student work -inform students of assignment, & project grades via the Gradebook feature -contact potentially failing students with suggestions for improvement <p>Expected Frequency: 3-5 times a week.</p>
Student-Student	- read and respond to threaded discussions

Interaction	<p>Expected Frequency: daily basis</p> <ul style="list-style-type: none"> - communicate with each other regarding homework experiences and course material; a link on the course website will be provided for this purpose <p>Expected Frequency: 1-7 times a week.</p>	
Student-Content Interaction	<p>Students will interact with course content by:</p> <ul style="list-style-type: none"> - viewing PowerPoint lectures - viewing videos - viewing the Course Schedule - viewing assignments - completing self-check activities - completing graded projects and hands-on activities - viewing the Gradebook <p>Expected Frequency: 3-7 times a week</p>	
<p style="text-align: center;">Online class activities that promote class interaction and engagement</p>	<p>Brief Description</p>	<p>Percentage of Online Course Hours</p>
Discussion Boards	Participating in threaded discussions on readings and assigned topics; interacting with other students and instructor.	12%
Online Lecture	Viewing Online PowerPoint presentations	15%
Videos	Viewing videos	10%
Discussion	Sending e-mails and reading e-mail communications	3%
Other (describe)	Comment on web based research, completing written assignments and hands-on activities.	60%
<p>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.)</p>		
<p>Content will be organized into 12 units of study. Each unit will contain a PowerPoint lecture, a textbook reading assignment, a study guide assignment, a hands on project, a threaded discussion, and graded assignments.</p> <p>Some units will contain videos, articles, and Internet research activities.</p> <p>Each unit will require a minimum of 4.5 to 5.0 hours to complete</p>		
<p>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.)</p>		
<p>Technical Qualifications of Instructor:</p>		

Strong understanding of computer technologies, including HTML, internet etiquette protocols, social media tools, WordPress, blogging, RSS feeds, WordPress widgets, themes and plugins, SEO, and audio and video on the web.

Other:

The college's existing technology

HelpDesk

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.)

- Online student tutorial
- Online and phone HelpDesk support
- Links to bookstore, library services, and counseling

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.

1. Section 508 compliance has been validated for all students, including blind students.
2. The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e., closed or open captioning, descriptive narration, Braille, audio tape).
3. Where applicable, disabled students may arrange through Disabled Student Services to adjust the time allowed to complete exams.

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.).

- View PowerPoint Presentation Chapter 4.
- 2, Read Blog Article: "Finding the Best WordPress Theme"
- View Video: How to install a WordPress Theme
- Read textbook assignment - Chapter 4.

HANDS ON ACTIVITIES:

- Search for the appropriate theme for your website
- Download the files and extract them to the WordPress Theme folder on your web server
- Login to your WordPress dashboard
- Open the Theme panel
- Install and configure your theme

DISCUSSION THREAD

Discuss the topic posted by the instructor in the threaded discussion. Answer to three of your fellow student posts.

View the Gradebook to see assignment grade and instructor comments.

Assessment Best Practices

5%-**Threaded Discussions** - Grading rubric which assesses course participation and content accuracy

10%-**Written Assignments** - Grading rubric which assesses understanding of course concepts
15%-**Mid-Term project** - Grading rubric which assesses conceptual knowledge of social media toolsets
20%-**Final project** - Grading rubric which assesses conceptual knowledge of social media toolsets
30%-**Hands-On Platform Assignments** - - Grading rubric which assesses platform applications related to various components of social media toolsets
20%-**Comprehensive Platform Projects** - Grading rubric which assesses comprehensive understanding of the social media toolsets

Attached Files

[CIS 67 - textbook information](#)

[CIS 67 Prereq Worksheet](#)

ENTRANCE SKILLS FOR (CIS 67, WordPress)

A)	Use the menus, palettes, and elements of Photoshop
B)	Scan and import images into Photoshop
C)	Retouch, edit and manipulate photographs
D)	Create and format basic text for Web pages
E)	Use basic Layers, filets, masks and special effects

EXIT SKILLS FOR (CIS 60A, Photoshop I)

1	Use the menus, palettes, and elements of Photoshop
2	Scan and import images into Photoshop
3	Retouch, edit and manipulate photographs
4	Create and format basic text for Web pages
5	Use basic Layers, filets, masks and special effects

		ENTRANCE SKILLS FOR (CIS 67)				
		A	B	C	D	E
EXIT SKILLS FOR (CIS 60A)	1	x				
	2		x			
	3			x		
	4				x	
	5					x

Santa Monica College

New SMC Course

Expanded Course Outline for CIS 70 - Social Media Applications

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	70
Full Course Title	Social Media Applications
Catalog Course Description	Social media provides an avenue for individuals and business of all sizes to reach global audiences. Armed with the skills to build podcasts, video galleries, photo streams, Facebook pages, content management systems, and to post information with blogs, wikis, micro-blogging, and RSS feeds one person has the ability to share a multifaceted message with millions worldwide. This course will provide the knowledge and skills to integrate all of the pieces, strategies and tactics with the tools of the social web to create a successful online community that includes interactivity, sharing, and collaboration.
Rationale	
Rationale	In fall 2011 in CIS advisory board meeting, the members strongly recommended that we develop a course in Social Media. CIS 70 is designed to complement the Business Social Media Marketing class by providing the technology to implement social media marketing plans. At the same time, CIS students can also benefit from this course by learning to support and implement social media marketing plans. Social media is the great equalizer. It gives a loud voice to millions of people who, until now, were shut out of the media equation. People are spending 53.5 billion minutes on Facebook a day. As of January 2012, YouTube reported 4 billion video downloads (views) a day. This is a 25% increase in daily views in just eight months. (as per: LA Times Blog) The growth and impact of social media over the last five years has been stunning, and it is transforming the institutions that have formed our world. U.S. newsroom employment has fallen to a 25 year low. Reader's Digest has declared bankruptcy as all magazine rack sales fell 63%. NBC was purchased by a cable company. Televisions are now sold as 'Smart TVs' that come with internet browsers and the main social networking apps come installed and the TVs direct connect to your wireless router and the internet (Facebook, YouTube, and Google for example). This shows that the mainstream media's influence is being replaced by connections of highly engaged individuals utilizing social media tools. Social media is changing nearly everything about the way we live today. This course will provide the skillset to produce and maintain a viable online social media presence and provide the pieces for anyone to reach a global audience/market.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring

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:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Computer Information Systems
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Department Certificate Social Media Marketing (forthcoming)
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Understand the components of a strong social media strategy.	
2. Construct an RSS feed, blog, micro-blog, photo stream, and a wiki	
3. Operate a podcast, webcast, and vidcast	
4. Modify Facebook to build an effective online presence	
5. Comprehend the concepts of social bookmarking and crowd-sourcing	
6. Use a media community such as an image and/or video sharing site	
7. Discover widgets and badges to build social web presence	
8. Operate a social media newsroom	
9. Extend a social calendar and event tool	
10. Integrate and optimize the social media toolset to minimize the effort necessary to maintain a	

strong social web presence	
11. Use the Internet to research social media topics	
12. Apply critical thinking skills to case studies	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
8%	Creating the social media strategy and preparations
10%	RSS feeds and building a WordPress blog
14%	Podcasting, vidcasting, and webcasting
18%	Social networking and micro-blogging: Facebook, Twitter, LinkedIn, and other tools
5%	Social bookmarking and crowd-sourcing: delicious.com and Digg.com
15%	Media Communities: Image sharing, YouTube & Vimeo, Google Docs
10%	Widgets and badges
10%	Social media newsrooms
10%	Additional social tools, putting it all together, the future, measuring success
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Work • 15% - Exams/Tests midterm project • 35% - Final exam final project • 30% - Homework • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion Other
Other Methods	<ol style="list-style-type: none"> 1. Lecture 2. PowerPoint Presentations 3. Videos 4. Reading Assignments 5. Hands-on-Activities
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Deltina Hay. <i>The Social Media Survival Guide</i> , 1st ed. Quill Driver Books, 2011, ISBN: 9781884995705.	
Assignments	

Sample Assignment	
Sample Assignment	
Sample Assignment 1:	
Create a syndicated audio podcast:	
<ol style="list-style-type: none"> 1. Prepare the podcast script, and music 2. Record and edit a podcast episode 3. Upload the episode to your website 4. Publish the episode to your blog 5. Create the podcast feed for the website 6. Burn the podcast feed to FeedBurner for the blog 7. Promote the podcast on your website, blog, and podcast directories 	
Sample Assignment 2:	
Create your micro-blogging (Twitter) page	
<ol style="list-style-type: none"> 1. Set up your Twitter account 2. Tweak your profile settings & build your bio 3. Upload a custom background image for your profile page 4. Find people: do a search for people you know using your email and web searches <ol style="list-style-type: none"> a. Connect with every student in this class 5. Post an update (tweet) 6. Post a link to the tweet using a shortened URL into your website and blog 7. Pull an image into Twitter 8. Retweet 9. Tweet your location 10. @Reply 11. Send a direct message 12. Utilize a hashtag 13. Build a Twitter List 14. Promote your Twitter account <ol style="list-style-type: none"> a. Twitter widgets b. Other external tools 	
Pre/Corequisites & Advisories	
Prerequisite CIS 50	
Library	
List of suggested materials has been given to	Yes

librarian?	
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Student Learning Outcomes	
1. Applying their knowledge of social media strategies, students will build a strong social media presence on the web, and produce a solid online foundation for managing content.	
2. Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on a weekly episodic basis.	
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	<ul style="list-style-type: none"> - respond to individual student e-mails -provide instruction on course navigation -clarify assignment content - engage students in threaded discussions - sharing bibliography links to information for course topics -remind students of assignment project due dates -provide feedback on student work -inform students of assignment, & project grades via the Gradebook feature -contact potentially failing students with suggestions for improvement <p>Expected Frequency: 3-5 times a week.</p>	
Student-Student Interaction	<ul style="list-style-type: none"> - read and respond to threaded discussions <p>Expected Frequency: twice a week.</p> <ul style="list-style-type: none"> - communicate with each other regarding home work experiences and course material; a link on the course website will be provided for this purpose <p>Expected Frequency: 1-7 times a week.</p>	
Student-Content Interaction	<ul style="list-style-type: none"> - viewing PowerPoint lectures - viewing videos - viewing the Course Schedule - viewing assignments - view and provide constructive criticism on other classmates assignments - completing self-check activities - completing graded projects and hands-on activities - viewing the Gradebook <p>Expected Frequency: 3-7 times a week.</p>	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Viewing Online PowerPoint presentations	15%
Videos	Viewing videos	10%
Discussion	Participating in threaded discussions on readings and assigned topics; interacting with other students	12%
Written assignments	Completing written assignments, sharing web based research, and hands-on activities.	60%
Other (describe)	Sending e-mails and reading e-mail communications	3%

<p>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.)</p>
<p>Content will be organized into 12 units of study. Each unit will contain a PowerPoint lecture, a textbook reading assignment, a study guide assignment, a hands on project, a threaded discussion, and graded assignments.</p> <p>Some units will contain videos, articles, and Internet research activities.</p> <p>Each unit will require a minimum of 4.5 to 5.0 hours to complete.</p>
<p>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.)</p>
<p>Strong understanding of computer technologies, including HTML, internet etiquette protocols, social media tools such as Facebook, Twitter, YouTube, podcasting, webcasting, & vidcasting. Skill in video and audio recording/editing, content management systems, RSS feeds, micro-blogging, PowerPoint, Internet, and e-mail.</p> <p>Other: The college's existing technology HelpDesk</p>
<p>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.)</p>
<p>Strong understanding of computer technologies, including HTML, internet etiquette protocols, social media tools such as Facebook, Twitter, YouTube, podcasting, webcasting, & vidcasting. Skill in video and audio recording/editing, content management systems, RSS feeds, micro-blogging, PowerPoint, Internet, and e-mail.</p> <p>Other: The college's existing technology HelpDesk</p>
<p>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.</p>
<ul style="list-style-type: none"> - Online student tutorial - Online and phone HelpDesk support - Links to bookstore, library services, and counseling
<p>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.).</p>
<p>1. Section 508 compliance has been validated for all students, including blind students.</p> <p>2. The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e.,</p>

closed or open captioning, descriptive narration, Braille, audio tape).

3. Where applicable, disabled students may arrange through Disabled Student Services to adjust the time allowed to complete exams.

Assessment Best Practices

5%-**Threaded Discussions** - Grading rubric which assesses course participation and content accuracy

10%-**Written Assignments** - Grading rubric which assesses understanding of course concepts

30%-**Social Media toolset Assignments** - Grading rubric which assesses software applications related to various components of social media toolsets

20%-**Comprehensive Social Media Projects** - Grading rubric which assesses comprehensive understanding of the social media toolsets

15%-**Mid-Term project** - Grading rubric which assesses conceptual knowledge of social media toolsets

20%-**Final project** - Grading rubric which assesses conceptual knowledge of social media toolsets

Attached Files

[CIS 70 - textbook information.docx](#)

[CIS 70 Prereq Worksheet](#)

Santa Monica College New SMC Course

Expanded Course Outline for NUTR 3 - Introduction to the Dietetics Profession

Course Cover	
Discipline	NUTR-NUTRITION
Course Number	3
Full Course Title	Introduction to the Dietetics Profession
Catalog Course Description	This course explores the fields of Dietetics and Nutrition, including trends, future projections, and employment opportunities. The course offers an overview of the dietetics profession including career options, professional development, continuing education, code of ethics, state and national standards of scope and practice, professional values, creativity, Academy of Nutrition and Science position papers and evidence-based references and resources. Additionally, each student will be guided through the process of creating a resume, the processes of building a portfolio and networking through the district dietetic association and contribute to the nutritional status of the community. Service learning may be used in this course.
Rationale	
Rationale	The Academy of Nutrition and Science (ANS) is the world's largest organization of food and nutrition professionals. The ANS is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy [http://www.eatright.org/Media/content.aspx?id=7603]. It houses the Commission on Accreditation of Dietetics Education (CADE) which is the ANS's accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered. California State Universities house the majority of the state's DPD programs. The Life Science Department is addressing the needs of Nutrition/Dietetic majors to complete lower division, coursework transferrable to Didactic Program in Dietetics (as required by CADE). This course has been designed to meet the course equivalent at the CSU DPD programs for Food Preparation lectures with a lab.
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: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	18.00
Load Factor	1.00
Load Factor Rationale	The course is being submitted as a 1.0 unit course and will meet once a week.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Nutritional Science/Dietetics (Masters Required)
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. Identify personal and professional career goals and outline the necessary steps to achieving them.	
2. Identify national, state and local professional organizations.	
3. Create a professional portfolio and resume.	
4. Identify and describe ethical behavior and scope of practice of the professional	
5. Recognize the role and responsibilities of a Registered Dietitian with various specializations.	
6. Develop strategies that apply problem solving and decision-making skills that are applicable to work situations and will demonstrate effective membership of a health care team.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
5%	Introduction to the Profession of Dietetics
10%	Educational Preparation and Credentialing for the profession

10%	Scope of Practice/Ethical Responsibilities for the Dietetics Professional
30%	Employment settings for various types of Dietitians (i.e., Clinical, Food Management, Community, Private Practice, Education, Wellness, etc.)
30%	Various roles of a Dietitian (i.e., management, educator, health care team member, etc.)
5%	Role of Research in Dietetics
10%	The future/trends of the profession
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Exams/Tests • 20% - Final exam • 20% - Group Projects • 20% - Portfolios • 25% - Written assignments • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	Field Trips Group Work Lecture and Discussion Projects Service Learning Visiting Lecturers
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Payne-Palacio, June R.. <i>The Profession of Dietetics</i> , 4th ed. Jones & Bartlett Learning, 2011, ISBN: 978-1-4496-34.	
2. Winterfeldt, Esther A. . <i>Dietetics: Practice and Future Trends</i> , ed. Stillwater: Jones & Bartlett Learning, 2011, ISBN: 978-1-4496-06.	
3. Williams, Anna Graf. <i>Creating Your Career Portfolio: At a Glance for Dietitians</i> , ed. Prentice Hall , 2005, ISBN: 9978013133280.	
Manuals	
1. American Dietetics Association. <u>Compensation and Benefits Survey of the Dietetics Professions</u> , American Dietetics Association, 05-01-2011	
Assignments	
Sample Assignment	
Sample Assignment	
Create a 5 year professional plan. Each student will be responsible for creating a 5 year plan that will assist in the development of short/long term educational/career goal. The plan will include a time line, action steps required to reach his/her goal as well as a detailed description of his/her end goal for each	

year for the next 5 years. The plan will highlight one's abilities, talents, achievements and competencies in a specialty area. The portfolio will also help students promote themselves to transfer schools, dietetic internship program directors, as well as potential employers. join the local dietetic Association, network with nutrition professionals, create a resume and cover letter

2. Interview a professional within the Dietetics /nutrition field. Students will interview a professional to gather information about the responsibilities/daily duties of a dietitian that is in an area of their interest. This will include information about the experience required for their position (educational/vocational experience), learn about the pros and cons of the position. The student will summarize the interview to reflect on the specific field of nutrition and if they would be interested in gathering more information about the field. They will also compose a letter of gratitude to support a professional relationship.

3. Create a complete career portfolio that includes their 5 year professional plan, a resume and cover letter, collection of professional contact information for all nutrition in dietetics professionals that students have encountered. The following reports will also be included: guest speaker summaries and contact information, field trip reports, registered dietitian interview, presentation regarding service learning experience. Students will obtain a student membership to the Los Angeles District of California Dietetic Association.

Library

List of suggested materials has been given to librarian?

Yes

Library has adequate materials to support course?

Yes

Student Learning Outcomes

1. Students will assess their personal interests, capabilities, and educational career goals to prepare for success in school and/or in professional careers in the nutrition field.

2. Students will compare and contrast different employment opportunities in the field of nutrition.

Program Learning Outcomes Transfer/General Ed

CSU/UC Transfer Course

B. Transfers to CSU

Comparable Transfer Courses

College Info

Attached Files

[Suggested for Nutrition 3
ILO, SLOs and Program](#)

Santa Monica College New SMC Course

Expanded Course Outline for NUTR 8 - Principles of Food Preparation

Course Cover	
Discipline	NUTR-NUTRITION
Course Number	8
Full Course Title	Principles of Food Preparation
Catalog Course Description	Scientific principles and terminology essential to food preparation, storage, sanitation and safety represent the foundation of this course. The scientific method of investigation is employed as a problem solving methodology in food preparation, safety and sanitation issues. The role of meal planning and preparation of cultural, nutritional, economical and/or therapeutic meals is integrated throughout course curricula.
Rationale	
Rationale	The Academy of Nutrition and Dietetics (AND) is the world's largest organization of food and nutrition professionals. The AND is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy [http://www.eatright.org/Media/content.aspx?id=7603]. It houses the Accreditation Council for Education in Nutrition and Dietetics (ACEND) which is the AND's accrediting agency for education programs preparing students for careers as Registered Dietitians (R.D.) or Dietetic Technicians, Registered (DTR). California State University system house the majority of the state's Didactic Program in Dietetics (DPD). The Life Science Department is committed to addressing the needs of Nutrition/Dietetics majors to complete lower division, coursework transferable to DPDs (as required by ACEND). This course has been designed to meet the course equivalent at the CSU DPD programs for Food Preparation lectures with a lab.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring
Proposed for Distance Ed	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory	Min: 3.00 (Sem: 54)

Hours	
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	90.00
Load Factor	1.00
Load Factor Rationale	2 lecture hours and 3 lab hours weekly. Requires weekly ingredient shopping lab prep and lab clean-up.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Nutritional Science/Dietetics (Masters Required)
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. Describe and utilize scientific principles and terminology essential to food preparation, storage, sanitation and safety.	
2. Identify and utilize the appropriate food preparation equipment for specific operations.	
3. Understand and discuss food legislation designed to protect consumers (i.e. plastics, additives, outbreaks, agroterrorism, bioterrorism) and the nation's food supply.	
4. Apply the scientific method of investigation as a problem solving technique in food preparation, safety and sanitation issues.	
5. Compare and utilize qualitative and quantitative methods to assess food prepared in the laboratory (i.e., ingredient selection, weights, measures and conversions, recipe standardization, sensory evaluation, techniques, high quality food production, optimal nutrient retention).	
6. Demonstrate and apply knowledge of the physical and chemical properties of food to achieve desired qualities (i.e., color, flavor, texture)	
7. Utilize current culinary, cultural, food and nutrition science knowledge to compose meaningful reports and presentations.	
8. Determine ingredients and preparation methods to create cultural, nutritionally-modified, economical and/or therapeutic food items.	
9. Investigate and report the evidence-based distinctions between industrially-modified, produced and/or raised food ingredients (i.e., genetically-modified, cloned) and 'environmentally-conscious' (i.e., local, free-range, grass-fed, organic, antibiotic- and hormone-free) food production/procurement.	
Arranged Hours Objectives	

Upon satisfactory completion of the course, students will be able to:	
Course Content	
10%	Thematic Threads: History of Culinary Culture and its Contributions to America, Vegetarian, Religious, Ethnic & Healthy Recipe Modifications, Promotion of Seasonal and Local Food Selections, and Discussion of U.S. Food Environment
5%	Heat Transfer in Cooking / Why Cook Your Food?
5%	Sensory Qualities and Food Choice
5%	Weights and Measures Small Equipment and Tools
2.5%	Food Composition: Water and Lipids
5%	Solutions and Dispersions
5%	Fats, Frying and Emulsions
5%	Food Safety
5%	Seasonings, Flavorings and Food Additives
2.5%	Food Composition: Carbohydrates
2.5%	Food Composition: Vitamins, Mineral & Phytochemicals
5%	Fruits: Fruit Preparation
5%	Vegetables: Vegetable Preparation and Vegetable Protein
2.5%	Food Regulations and Standards
5%	Salads and Gelatin Salads
5%	Starch: Pasta, Grains and Legumes
5%	Starch: Quick and Yeast Breads
2.5%	Food Composition: Proteins
2.5%	Milk and Milk Products
2.5%	Eggs and Egg Cookery
5%	Pastry, Cakes and Cookies
5%	Meat, Poultry and Seafood Cookery
2.5%	Beverages
Total: 100%	
Lab Content	
6.66%	Kitchen Tour / Maintaining Safe and Sanitary Working Environment / Storage
6.66%	Flavor Development with Fats, Thickeners, Sauces (Solutions and Dispersions), Seasonings and Flavorings in Food Preparation
6.66%	Introduction to Weights and Measures, Equipment, Small Equipment and Tools / Knife Skills
6.66%	Identify Dry Goods / Observe and Demonstrate Methods for Preparation of Stocks, Sauces and Soups
6.66%	Fruit and Vegetable Procurement / Salads and Gelatin Salads / Salad Dressings Preparation (Solutions and Dispersions)
6.67%	Dairy and Egg Food Preparation (Baking, Pan Frying, Poaching, and/or Sauté Methods)
6.67%	Vegetarian Food Preparation / Vegetable and Potato Preparation (Steaming, Submersion, Grilling and Roasting Methods)
6.67%	Vegetarian Food Preparation / Grains and Legumes (Steaming, Baking and Submersion Methods)

6.67%	Vegetarian Food Preparation / Pasta and Dumplings (Steaming, Baking and Submersion Methods)
6.67%	Poultry Cookery (Roasting, Stewing, Sauté, Pan Frying, Deep Frying and/or Grilling Methods)
6.67%	Beef, Pork and Veal Food Preparation (Roasting, Baking, Braising, Stewing, Grilling, Broiling, Sauté, Grilling and/or Pan Frying Methods)
6.67%	Seafood and Shellfish Food Preparation (Poaching, Sauté, Grilling, Pan Frying, Deep Frying and/or Broiling Methods)
6.67%	Quick and Yeast Breads, Cakes and Icings (Baking)
6.67%	Pastry, Dessert Sauces, Creams and Cookies (Baking)
6.67%	Vegetable-, Grain- and Fruit-Based Beverages and Coffees/Teas (Hot and Cold)
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation including, but not limited to, discussions and collaborative activities • 35% - Exams/Tests 2-3 Exams including, but not limited to, didactic material, laboratory experiences, and field experiences • 12% - Oral Presentation resulting from, but not limited to, Recipe Modification demonstration, Eco-Literacy Topic presentation, Culinary Culture in America Topic presentation, Ethnic Restaurant Field Trip presentation, etc. These will be accompanied by a written report (see below). • 35% - Other Lab Participation including, but not limited to, following all safety and sanitation rules, collaborative preparation of assigned cultural dish each week pertaining to weekly didactic lecture topic and informal discussion of dish. • 13% - Written assignments Written Assignments (2 to 4) resulting from, but not limited to, Recipe Modification report, Eco-Literacy Topic report, Culinary Culture in America Topic report, Ethnic Restaurant Field Trip report, etc. These will accompany Oral Presentations (see above). • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	<p>Experiments Field Experience Group Work Lab Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers</p>

Other Methods	Oral presentations, audio-visual aids, and handouts.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Brown, A.C. <i>Understanding Food: Principles and Preparation</i> , 4 ed. Brooks/Cole, 2010, ISBN: 0538734981.	
2. McWilliams, M. <i>Foods: Experimental Perspectives</i> , 7 ed. Prentice Hall, 2012, ISBN: 013707929X.	
3. Edelstein, S. <i>Food, Cuisine, and Cultural Competency for Culinary, Hospitality, and Nutrition Professionals</i> , 1 ed. Jones & Bartlett Learning, 2011, ISBN: 9780763759650.	
4. The Culinary Institute of America. <i>The Professional Chef</i> , 9th ed. New York: John Wiley & Sons, Inc, 2011, ISBN: 0470421355.	
5. The Art Institutes. <i>American Regional Cuisine: A Coast-To-Coast Celebration of the Nation's Culinary Diversity</i> , 2nd ed. New York: John Wiley & Sons, Inc, 2006, ISBN: 0471682942.	
6. Napier, K. <i>Cooking Healthy Across America</i> , 1st ed. Hoboken: John Wiley & Sons, Inc, 2004, ISBN: 0471474304.	
Assignments	
Sample Assignment	
Sample Assignment	
<p>1.</p> <p>Pairs or small groups of students will be assigned a religious or ethnic group residing in the United States or a distinct culinary region of the United States. Students will research a dish representative of that assignment to include the history and relevant socio/economic/environmental facts related to the dish and its ingredients prior to its arrival in the United States through its evolution in the United States. This dish/recipe will be prepared for and presented to the class for sensory evaluation.</p> <p>Each student will complete a Project Activity Log, Self- and Peer-Evaluation Rubric and share all responsibilities in researching, preparing and presenting the ethnic/religious/regional dish. The instructor will use a Presentation Rubric to evaluate all group members throughout each step of the project, presentation, preparation and sampling.</p> <p>2.</p> <p>Students will research and select an a restaurant with a predominantly ethnic menu. Prior to their visit, they will document preconceived notions and research traditional items that are typical for this type of restaurant. They will dine, with class members or persons of their choice, at the restaurant and examine the menu. They will return to their previous notes to compare and contrast their findings.</p> <p>Each student will complete an Ethnic Restaurant Report. The instructor will evaluate this report based on published guidelines and a grading rubric for this activity.</p> <p>3.</p> <p>Pairs or small groups of students will select a United States Food Environment topic. Students will research the topic and present its impact on the environment at-large and for individuals.</p> <p>Each student will complete a Project Activity Log, Self- and Peer-Evaluation Rubric and share all responsibilities in researching, preparing and presenting the Food Environment topic. The instructor will provided presentation guidelines and grading rubric to evaluate all group members throughout each step</p>	

of the project and presentation.	
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Student Learning Outcomes	
1. In the Food Lab, after reading relevant course material and attending relevant lectures, demonstrate proficiency utilizing appropriate terminology and food preparation, storage, sanitation and safety skills.	
2. In the Food Lab, after researching a dietary modification or consideration (cultural, medical and/or religious), prepare the food item and discuss the modifications and rationale.	
3. In the classroom, after researching an assigned food environment topic, present evidence-based findings and research in a report and/or an organized and engaging oral presentation.	
Transfer/General Ed	
CSU/UC Transfer Course	
B. Transfers to CSU	
Comparable Transfer Courses	
College Info California Community College Los Angeles City College Please See	

Santa Monica College New SMC Course

Expanded Course Outline for OFTECH 28 - Electronic Health Records

Course Cover	
Discipline	OFTECH-OFFICE TECHNOLOGY
Course Number	28
Full Course Title	Electronic Health Records
Catalog Course Description	This course discusses terminology, concepts, and procedures related to electronic health records and provides hands-on applications. Topics of study include advantages, core functions, data sources, workflow, coding standards, and privacy and security regulations of an EHR system. Students use EHR software to input patient data, create patient records, document office visits, order prescriptions and lab tests, and perform other tasks involved in patient care and management.
Rationale	
Rationale	The OFTECH Department offers training that prepares students to find employment in administrative support positions in medical environments. This training includes records management, a necessary job skill for medical administrative support personnel. Offering a course in electronic health records will serve to update students' records management skills and expand their job opportunities, as utilization of EHRs is rapidly expanding in medical facilities.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring
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:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00

Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Health Information Technology Office Technologies
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree Medical Administrative Assistant Certificate of Achievement Medical Administrative Assistant
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define terms related to electronic health record systems.	
2. Describe the core functions of an electronic health record as defined by the Institute of Medicine (IOM)	
3. Compare the workflow of an office using paper charts with an office using electronic records and explain the benefits of EHRs over paper charts.	
4. Describe various ways in which EHR data are captured and stored.	
5. Demonstrate an understanding of HIPAA (Health Insurance Portability and Accountability Act) privacy and security regulations for EHRs.	
6. Describe standard EHR coding systems---such as SNOMED-CT, MEDCIN, and LOINC.	
7. Explain the function of CPT-4, HCPCS, and ICD-10-CM billing codes in an EHR system.	
8. Use EHR software to enter, edit, search, print, and archive patient data.	
9. Use EHR software to order diagnostic tests, lab reports, and prescriptions.	
10. Use EHR software to make appointments and create patient communications---such as e-mails, bulletin boards, and faxes.	
11. Use EHR software to create forms and templates for office visits, orders, and letters.	
12. Use EHR software to manage patient care such as trending changes in patient health, e-visits, and preventive care and wellness.	
13. Use the Internet to research healthcare topics.	
14. Apply critical thinking skills to case studies.	
Course Content	
8%	Overview of Electronics Health Records: Definition of EHR; Evolution of EHRs; Flow of Medical Information into the Patient Chart; Documenting at the Point of Care
10%	Functional EHR Systems: EHR Data Formats; Standard EHR Coding Systems; Capturing and Recording EHR Data; Functional Benefits from Codified Records
12%	Introduction to Medical Records Software; Data Entry of Clinical Notes; Using Free Text; Using Forms; Creating Patient Encounter Notes; Documenting Patient Visits

10%	Understanding Electronic Orders: Computerized Order Entry and Electronic Prescriptions; Workflows of Paper Versus Electronic Orders
8%	Understanding Problem Lists, Results Management, and Trending
8%	Data Entry Using Flow Charts and Anatomical Drawings
8%	Using the EHR to Manage Patient Health: Preventive Care; Immunization; Patient Education
8%	Privacy and Security of Health Records
8%	Using the Internet to Expedite Patient Care: Internet EHR; Online Medical Research; e-Visit Applications, and Speech Recognition
10%	EHR Coding and Reimbursement: Importance of Billing Codes in an EHR System; Determination, Key Components, and Calculation of E&M Codes
10%	Case Studies and Critical Thinking Exercises
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Exams/Tests midterm exam • 20% - Final exam • 30% - Homework • 20% - Projects • 15% - Quizzes • 100% - Total
Methods of Presentation	
Methods	Lecture and Discussion Other
Other Methods	PowerPoint Presentations, Reading Assignments, videos, hands-on activities.
Arranged Hours Instructional Activities	
Methods	
Other Methods	
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Richard Gartee. <i>Electronic Health Records: Understanding and Using Computerized Medical Records</i> , 2nd ed. Prentice Hall, 2012, ISBN: 0132499762.	
Assignments	
Sample Assignment	
Sample Assignment	
Sample Assignment 1:	
Having compared the workflow scenarios of an office using paper charts to an office using an electronic record system, think about the office using paper charts and answer the following questions:	

1. What was the medical assistant or other healthcare professional doing at the time of the patient interaction?
2. Could this person have recorded this data in a computer?
3. Could this person have saved time later?
4. Could the data be entered by someone other than the person seeing the patient?

The patient completed a form concerning any previous history, changes to medications, new allergies, and so on.

5. Could the patient have used a computer, or could the form have been designed to be read by a computer?
6. Could the patient have completed the information before the visit?

The medical assistant recorded various health measurements (vital signs) in the exam room.

7. Could the healthcare professional have recorded the “chief complaint” or the vital signs in a computer instead of on a paper chart?
8. Were any of the instruments used capable of transferring their measurements to a computer system?

During the physical exam, the physician made observations and an assessment. This was later dictated from memory, subsequently transcribed by a typist, and finally reviewed and signed by the physician.

9. Is the time it would take to record the observation and assessment in a computer comparable to the time it takes to dictate and review the notes later?

The physician prescribed medications and ordered tests.

10. Would the time spent entering the prescriptions on a computer justify the benefits of electronic prescribing?
11. Are electronic results available from the laboratories the medical practice uses?
12. Would ordering a test electronically improve the matching of results to orders when the tests were completed?

Sample Assignment 2:

Retrieving a Scanned Lab Report

1. Start your web browser. Log into *MyHealthProfessionsKit*. Locate and select Exercise 5. Locate and click the link to start the Document/Image System program.
2. Select patient “Raj Patel.”
3. On February 8, 2012, the facility received the lab tests performed by Quest Laboratories. The lab report was scanned and catalogued in Raj Patel’s chart. Locate the catalog entry for this lab report and click on it to display the report.
4. When the report is displayed in the Image Viewer pane, locate the results for the test component “Triglycerides.”

What is the value for Triglycerides?

Pre/Corequisites & Advisories

Prerequisite

OFTECH 20	
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes
Student Learning Outcomes	
1. Applying knowledge of capturing and recording electronic health records data, students will explain the processes and functional benefits related to digital imaging, text files, discrete data, and voice data.	
2. Using medical records and medical billing software, students will capture and record patient data, document patient encounters, process physician orders, perform disease management/prevention activities, and process financial transactions.	
Program Learning Outcomes 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	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>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.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by</p>

	<p>Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>	
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions		
Student-Instructor Interaction	<ul style="list-style-type: none"> - respond to individual student e-mails -provide instruction on course navigation -clarify assignment, quiz, and exam content -remind students of assignment and exam due dates -provide feedback on student work -inform students of assignment, quiz, and exam grades via the Gradebook feature -contact potentially ‘failing’ students with suggestions for improvement <p>Expected Frequency: 3-5 times a week.</p>	
Student-Student Interaction	<p>Students will:</p> <ul style="list-style-type: none"> - read and respond to threaded discussions <p>Expected Frequency: once a week.</p> <p>- communicate with each other regarding home work experiences and course material; a link on the course website will be provided for this purpose</p> <p>Expected Frequency: 1-7 times a week.</p>	
Student-Content Interaction	<p>Students will interact with course content by:</p> <ul style="list-style-type: none"> - viewing PowerPoint lectures - viewing videos - viewing the Course Schedule - viewing assignments - completing self-check activities - completing graded quizzes and exams - viewing the Gradebook <p>Expected Frequency: 3-7 times a week</p>	
Online class activities that promote class interaction and	Brief Description	Percentage of Online Course Hours

engagement		
Chat Rooms	Sending e-mails and reading e-mail communications	3%
Study and/or Review Sessions	Reading assigned textbook material and articles	25%
Videos	Viewing videos	10%
Discussion	Participating in threaded discussions on readings and assigned topics; interacting with other students	12%
Exams	Completing graded quizzes and exams on course content; completing ungraded self-check quizzes	10%
Written assignments	Completing written assignments and hands-on activities.	25%
Other (describe)	Viewing Online PowerPoint presentations	15%

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.)

Content will be organized into 12 units of study. Each unit will contain a PowerPoint lecture, a textbook reading assignment, a study guide assignment, a self-check quiz, a threaded discussion, and graded assignments.

Some units will contain videos, articles, and Internet research activities.

Where applicable, students will complete hands-on computer activities related to the concepts presented in the unit.

Each unit will require a minimum of 4.5 to 5.0 hours to complete.

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.)

Technical Qualifications of Instructor:

Basic knowledge of computer technology , including operating systems, file management, digital devices, word processing. database, PowerPoint, Internet, and e-mail.

Other:

The college's existing technology
HelpDesk

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.)

- Online student tutorial
- Online and phone HelpDesk support
- Links to bookstore, library services, and counseling

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.

1. Section 508 compliance has been validated for all students, including blind students.
2. The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e., closed or open captioning, descriptive narration, Braille, audio tape).
3. Where applicable, disabled students may arrange through Disabled Student Services to adjust the time allowed to complete exams.

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: Describe various ways in which EHR data are captured and stored.

1. View PowerPoint Presentation, Chapter 2.
2. Read Article: How Speech Recognition Software Works.
3. View Video: Documenting an Encounter Using Speech Recognition
4. Read textbook assignment - Chapter 2.

HANDS ON ACTIVITIES:

5. Complete Exploring a Document Image System: Internet Activity, MyHealthProfessionsKit, Exercise 3.
6. Complete Importing and Cataloging Images: Internet Activity, MyHealthProfessionsKit, Exercise 4.
7. Complete Retrieving a Scanned Lab Report: Internet Activity, MyHealthProfessionsKit, Exercise 5.

UNGRADED SELF-CHECK QUIZ

8. Complete Self-Check Quiz: Chapter 2.

WRITTEN GRADED ASSIGNMENT

9. Submit Testing Your Knowledge of Chapter 2 in the Dropbox.
10. View the Gradebook to see assignment grade and instructor comments.

Assessment Best Practices

- 15%-**Quizzes** - Grading rubric which assesses understanding of textbook chapter concepts
- 5%-**Threaded Discussions** - Grading rubric which assesses course participation and content accuracy
- 10%-**Written Assignments** - Grading rubric which assesses understanding of course concepts
- 15%-**Hands-On Software Assignments** - Grading rubric which assesses software applications related to various components of electronic health records
- 15%-**Mid-Term Exam** - Grading rubric which assesses conceptual knowledge of electronic records
- 20%-**Final Exam** - Grading rubric which assesses conceptual knowledge of electronic records

Attached Files[OFTECH 28 Prereq Worksheet](#)[OFTECH 28 - Textbook Information](#)

Santa Monica College New SMC Course

Expanded Course Outline for PHOTO 31 - Introduction: Photographing People

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	31
Full Course Title	Introduction: Photographing People
Catalog Course Description	In this class, students will be exposed to common approaches for photographing people. Topics are practical in nature and will include lighting methods for individuals and groups both in the studio and on location. The use of various flash systems and their modifiers, augmenting existing light, posing subjects, wardrobe decisions, hair & make up, and more will be addressed. Assignments and lessons will emphasize common genres including, but not limited to, weddings, corporate portraits, family portraits, and headshots.
Rationale	
Rationale	Photo 31 is part of the second phase of updating the Photography Department curriculum as we shift away from traditional film based media and move toward the incorporation of digital capture and output as our primary photographic methods. Included in the digital shift is the task of breaking up Photo 6 and redistributing its pertinent course material into three smaller, specialized courses: Photo 31, Introduction: Photographing People Photo 32, Advanced People Photography (working title) Photo 33, Introduction: Still Life and Product Photography (working title) We are currently in the middle of our first semester of Photo 30, which replaced Photo 3 and serves as a basic introduction to working in the studio and controlling artificial light. Photo 30 covers a broad range of studio lighting scenarios including basic portrait lighting patterns, controlling contrast ratios, reflection and highlight control, automatic flash control, as well as safety procedures for working with expensive, high voltage, and potentially dangerous studio equipment. Photo 30 was designed to begin with very simple lighting concepts and cover the basic lessons of studio lighting procedures that are currently being taught in the beginning half of Photo 4. Many basic lessons that were previously taught in Photo 4 are now covered in Photo 30. The balance of Photo 4's material will be combined into Photo 31, allowing the new course to reach much further into the genre of photographing people than Photo 4 was logistically capable of. Photo 32 will be presented to the committee in the fall for a Fall 2013 start date, and will pick up where Photo 31 leaves off while covering professional level lighting techniques and the commercial business of photographing people and fashion.
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: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	108.00
Load Factor	
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Photographic Technology/ Commercial Photography
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree Photography Certificate of Achievement Photography
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Produce competent portraiture of a wide range of subjects in common commercial genres	
2. Demonstrate skills in lighting technique for individuals and groups, both in the studio and on location	
3. Demonstrate knowledge of current trends, marketability, and revenue sources for a successful career photographing people	

4. Demonstrate skills in the use of controlling natural light situations, augmenting available light using both electronic flash and studio strobes, dragging the shutter, and overpowering the sun.	
5. Create form, 3-dimensionality, texture, and mood when photographing various types of portraits	
6. Utilize the critique process to demonstrate an awareness of the critical evaluation of a photograph in terms of the standards of professional people photography	
Course Content	
7%	Genres and fundamental approaches to photographing people
7%	Traditional lighting patterns and lighting for dramatic qualities
7%	Hair, make up, and styling considerations
7%	Beauty and Glamour lighting
7%	Headshot photography and business models
7%	Photographing live indoor events
7%	Mixing strobe and available light on location
7%	Overpowering the sun, controlling strobes under harsh lighting conditions.
7%	Corporate portraiture considerations and business models
7%	Photographing groups and families
7%	Wedding photography and use of E TTL flash
7%	Album creation and picture delivery options
7%	Workflow procedures for events and weddings
9%	The business of photographing people
Total: 100%	
Lab Content	
25%	Experimentation with traditional and contemporary lighting patterns.
25%	Mixing studio strobe and artificial light for proper exposure
25%	Photographing and lighting for people in live, uncontrolled settings (theatre, reception, etc.)
15%	Posing for groups, families, corporate executives, headshots, brides, and grooms.
10%	Proper workflow, web gallery construction, and file delivery
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 10% - Class Work • 10% - Final exam • 70% - Projects • 100% - Total
Methods of Presentation	
Methods	Critique Experiments

	Field Experience Group Work Lab Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. McKenzie, J. <i>Artificial Lighting for Photography</i> , 1 ed. Delmar Cengage Learning, 2009, ISBN: 1428318046.	
2. Hunter, F. <i>Light, Science and Magic</i> , 4th ed. Focal Press, 2011, ISBN: 0240812255.	
Assignments	
Sample Assignment	
Sample Assignment	
Sample Assignment #1	
Objective	
Actors and actresses need headshots that convey looks for a variety of roles. For this assignment, you will be creating three headshots of one person that illustrate completely different “looks.” You will be shooting on location using a mixture of natural and artificial light.	
Instructions	
You will be creating three different personas of one individual for this project. The subject can be male or female, child or adult — it’s up to you. One of the images must have a simple, clean, and anonymous background. For the two other images, choose from the themes below:	
<ul style="list-style-type: none"> • athletic • business man/woman • rebellious • musician • swimwear • cowboy/cowgirl • character 	
Hair/Make Up/Wardrobe	
Be sure to pick unique and appropriate wardrobe for each headshot. Clothing should be neatly pressed and fit the model correctly. Hair and make up should be appropriate for each setting. Each portrait should be well lit and successfully “sell” the model’s range in character.	
Locations	
All three images should be shot in unique locations. ONE of the images may be photographed in	

the studio, but it's not mandatory. The locations you utilize can make or break your images, so scout ahead of time and choose wisely. When shooting in public, be sure to respect private property and local ordinances.

Turn in:

- Three 8.5X11 prints (one from each “look”)
- Lighting diagrams
- Jpeg files of each entire shoot, burned to a CD

Sample Assignment #2

Objective

Strong corporate portraits are always in great demand and can be a lucrative source of income. However, photographing high level corporate executives often comes with unique parameters and restrictions. A five minute shoot time with the executive is often the norm rather than the exception. This assignment will force you to plan ahead, and be prepared for unpredictable mishaps, while delivering a professional quality studio portrait of a busy executive. Your subject is also your client, so you must create a portrait that makes him or her look good, or your grade will suffer.

Instructions

For this assignment, your instructor will come to lab time wearing a suit and tie. Each student will be given a five minute appointment to make a well lit, sharp, moody, and professional quality portrait of your instructor. You will be given an hour of set up time to pre light and organize your studio. You only get five minutes with the instructor, so work efficiently and stay focused. When your five minutes is up, the “executive” will stand up and walk away.

You may use any type of light you wish (as long as it makes your instructor look good!). Black and white or color — it's your creative decision.

Remember:

- Hair must be brushed/styled
- Clothing should feel natural and fit correctly
- Facial expression should be natural and relaxed
- Lighting should be controlled and deliberate
- Professional photographers MUST deliver quality imagery on demand. For that reason this assignment may NOT be reshot.

Turn in:

- CD containing JPEG selects of the entire shoot
- 1-8.5X11 select image
- Lighting diagram
- Signed Model Release

Pre/Corequisites & Advisories

Prerequisite

PHOTO 30	
Prerequisite PHOTO 39	
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. Students will demonstrate proficiency consistent with entry level commercial standards in creating a portraiture business using a combination of artificial and available light.	
2. Demonstrate the ability to research, analyze, and critically evaluate the business and pricing structures for photographing people both locally and on a national scale.	
3. Demonstrate the ability to produce intermediate quality portraiture on demand, with limited time, warning, space, and resources.	
Transfer/General Ed	
CSU/UC Transfer Course	
B. Transfers to CSU	
Comparable Transfer Courses	
College Info	
Attached Files	
Prerequisite worksheet	

Photo 31

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.
	Photographing people — especially strangers — with professional studio equipment can be intimidating and daunting for the novice. Students completing these learning objectives will have greater self-confidence in their approach to photographing people. Confidence in the business of commercial photography is imperative for success. This class's lessons, lectures, and assignments will lead students to grow intellectually, professionally, and artistically.

Prerequisite Worksheet for Photo 30/31

ENTRANCE SKILLS FOR Photo 31

A)	Ability to work safely, properly and efficiently in a photographic studio environment with multiple light sources, different types of lighting equipment and with various types of grip equipment without causing harm to self, others or the equipment.
B)	To accurately use a light meter to determine lighting ratios, exposure settings, differences between a reflective and an incident meters with continuous light sources, studio strobes and flash.
C)	To determine the appropriate lighting style, quality, and pattern for any given subject by creating form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized – natural, small flash, strobe or tungsten.
D)	Ability to determine what type of lighting best suits a person's face. Student needs to have the skill by observing the shape of the face and knowing how each light modifier will affect the shape and textural quality of a person's skin and face type.
E)	To mix electronic flash with available and natural light using both automatic and manual exposure modes on both the flash and camera, which involves skills in metering and properly exposing a digital image.
F)	To understand how to accurately process a raw file, apply correct key wording and digital workflow through image processing and management software during and after a photographic shoot.
G)	Ability to work accurately with a small flash in manual, TTL, E-TTL and wirelessly (when available) functions and to how to control natural light in conjunction with the small flash for creative effects.
H)	Students will have an understanding (beyond Photo 5) of file management, digital workflow, and tethered capture
I)	Students will have a comprehensive understanding of the methods and importance of input and output calibration

Exit SKILLS FOR Photo 30

A)	Students will have the ability to work safely, properly and efficiently in a photographic studio environment with multiple light sources, different types of lighting equipment and with various types of grip equipment without causing harm to self, others or the equipment.
B)	Students will have the ability to accurately use a light meter to determine lighting ratios, exposure settings, differences between a reflective and an incident meters with continuous light sources, studio strobes and flash.
C)	Students will have the ability to determine the appropriate lighting style, quality, and pattern for any given subject by creating form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized – natural, small

	flash, strobe or tungsten.
D)	Students will have the ability to determine what type of lighting best suits a person's face. Student needs to have the skill by observing the shape of the face and knowing how each light modifier will affect the shape and textural quality of a person's skin and face type.
E)	Students will have the ability to mix electronic flash with available and natural light using both automatic and manual exposure modes on both the flash and camera, which involves skills in metering and properly exposing a digital image.
F)	Students will have the ability to understand how to accurately process a raw file, apply correct key wording and digital workflow through image processing and management software during and after a photographic shoot.
G)	Students will have the ability to work accurately with a small flash in manual, TTL, E-TTL and wirelessly (when available) functions and to how to control natural light in conjunction with the small flash for creative effects.
H)	Students will have the ability to perform minor and general retouching to different skin types as well as color correct for proper skin tones.
I)	Students will have an understanding of long term work flow solutions, file management, and shooting tethered
J)	Students will learn practical methods for calibration of camera and output devices

Prerequisite Worksheet for Photo 31/39

Entrance Skills for Photo 31

A)	Students need to have skills in accurately drawing and controlling selection lines in Photoshop. This includes the use of the marquee, lasso, quick select, magic wand tools, refine edge and the quick mask mode.
B)	Students need to have skills in the basic skills of controlling hue, saturation, brightness, contrast, sharpness in an image.
C)	Students need to have skills in accurately processing a raw file.
D)	Students need to have the basic skills in using the clone stamp, spot healing, patch tools for retouching.
E)	Students need to have the basic skills for retouching and color correcting skin and skin tone
F)	Students need to have the basic skills of work with layers, layer groups, layer masks and masking principles.
G)	Students need to have the basic skills for high quality printing and digital output
H)	Students need to have a basic understanding of color management and profiling

Exit Skills for Photo 39

a)	Students will have the ability to accurately draw and control selection lines in Photoshop. This includes the use of the marquee, lasso, quick select, magic wand tools, refine edge and the quick mask mode.
b)	Students will have the ability in the basic skills of controlling hue, saturation, brightness, contrast, sharpness in an image.
c)	Students will have the ability to accurately processing a raw file.
d)	Students will have the ability in using the clone stamp, spot healing, patch tools for retouching.
e)	Students will have the ability to retouch and color correct for accurate skin tones
f)	Students will have the ability of working with layers, layer groups, layer masks and masking principles.

Santa Monica College New SMC Course

Expanded Course Outline for PHOTO 33 - Techniques of Lighting: Product

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	33
Full Course Title	Techniques of Lighting: Product
Catalog Course Description	In this course, students are challenged with lighting applications for a broad range of products for use in a variety of promotional markets. Students research and apply current photographic styles for each type of product. In addition, students learn how to work with models to enhance the product statement and retouching techniques for both models and product types.
Rationale	
Rationale	This new lighting class is part of the break-up of our current Photo 6 class, which is an 8-unit course. Photo 33 is focused on the product and still life elements of Photo 6. Photo 31 is being designed to address the people side of Photo 6. It is the department's thoughts that Photo 6 is still a functional and vital class in our curriculum, but an eight-unit class is a possible deterrent for students to complete the degree or certificate requirements. It is our thinking that breaking Photo 6 into 2 or 3 classes will make it possible to toggle class offerings between day and evening time slots. Both the break-up and toggling between evening and day time hours will allow for more students to complete the "Photo 6" certificate/degree requirement. The new classes are also being designed to be more digestible for working professionals who are looking for a career change. The information that will be presented in this new class is an alteration of many Photo 6 assignments. However, all assignments will be photographed digitally. Students will also review and discuss current styles utilized in advertising photography. They will analyze and learn techniques for the use of digital retouching in product photography as being utilized by the professional world. We have eliminated the use of the 4x5 view camera from the commercial side of the program.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO

Exist	
Credit Hours	Min: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	108.00
Load Factor	0.88
Load Factor Rationale	Typical Photo lab/studio with lecture class taught all digitally.
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Maximum Enrollment	
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	Photographic Technology/ Commercial Photography
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree Photography Certificate of Achievement Photography
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate the skills necessary to deconstruct lighting patterns, retouching and stylist approaches from current printed and electronic based advertising photography.	
2. Demonstrate knowledge in developing a digital workflow with camera and computer requirements for image production within a studio and location environments by shooting tethered to a computer, while using current image capture software.	
3. Demonstrate ability to work with and direct a model who supports the product in concept and	

adding sales appeal.	
4. Demonstrate ability to create a story within the frame of a single still image.	
Course Content	
22.5%	Introduction to class, obligations, expectations for the class and overview of information to be covered. Assign first projects, the Ad Book and the first 2 natural light shooting projects, Soap Ad and Producing a Brochure.
7.5%	Shooting Sports Equipment / Athlete - painting with in studio + athlete
7.5%	Cosmetic – beauty ad with model, or straight product shot / with retouching either way
7.5%	Shoe – could be ad / life style / accessory directed usage
7.5%	Food –work with an actual restaurant for mock editorial food shoot
7.5%	Clothing / bedding – catalog shot for example, Kohl's
7.5%	Location: Interior - painting with flash - hotel or a resort.
7.5%	Jewelry / watch – product or life style
7.5%	Hi-Tech item – can be an old item, but needs to look hi-tech - iPhone/pad/Wii controller
7.5%	Beverage / glassware - could be a splash / pour, but could also be to show a translucent liquid.
5%	Final project has the student developing their skills of creating a portfolio of accumulated work from the 12 photographic projects produced during the semester. Primary skill attainment is to create a fluid visual flow from one image into the next for the final affect of a cohesive body of work. This portfolio is a hard copy representation of each skill acquired from each project.
5%	Creation of a template based web site from the images in the portfolio through the primary digital asset management software used in class. This project has the student learn the final section of the software – the web module. This assignment mimics industry practices where a photographer uploads a collection of photographs that were produced for a client. The client can then easily view the results for comments and selections.
Total: 100%	
Lab Content	
100%	<p>Lab content is comprised of 12 shooting projects, in studio and on location, that the students are required to perform. These projects teach specific skills based on surface qualities of each subject, technical issues with lighting and visual appeal of the final image. For example, in the Beverage / glassware project, the student applies lighting skills for a highly reflective surface, while controlling the aspects of freezing the movement of a liquid. In addition, the students are reviewing their Ad Book for stylistic applications to each situation.</p> <p>The projects are:</p> <p>Soap Ad, Brochure, Ad Book, Athletic Equipment, Shoe Ad, Food for</p>

	Editorial, Fashion Clothing, Architectural Interior, Jewelry, Hi-tech Item, Beverage and Cosmetic.
Total: 100%	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation Attendance and involvement in class discussions. • 5% - Final exam • 5% - Other Creation of a simple web site using the same content as the final portfolio. This assignment mimics industry practices where a photographer uploads a collection of photographs that were produced for a client. The client can then easily view the results for comments and selections. • 5% - Portfolios Final portfolio of accumulated work from the 12 photographic projects produced during the semester. This portfolio is a hard copy representation of each skill acquired from each project. • 80% - Projects The projects are: Soap Ad, Brochure, Ad Book, Athletic Equipment, Shoe Ad, Food for Editorial, Fashion Clothing, Architectural Interior, Jewelry, Hi-tech Item, Beverage and Cosmetic. • 100% - Total
Methods of Presentation	
Opt Heading	
Methods	<p>Critique Field Experience Group Work Lab Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers</p>
Other Methods	<p>Course material will be presented in lecture, by PowerPoint and/or reliable online resources, guest lecturers speaking on their techniques, by in-class and studio demonstrations with a digital camera and lighting equipment needed for most of the shooting assignments. The students will be required to produce images to demonstrate understanding of the various concepts through larger photographic projects and small in-class produced projects. Students will utilize online and in-person resources in place of standard textbooks, lectures and photographic projects. In-class critiques, along with class discussions, will aid the skills and understanding of each project's goal. Actual examples will be discussed in class by deconstructing the camera techniques and lighting</p>

	utilized in a printed and web based corporate advertisement as a means to illustrate each assignment's goal and relevance to this class and project.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. McKenzie & Overturf . <i>Artificial Lighting for Photography</i> , first ed. Delmar Cengage Learning, 2009, ISBN: 1428318046.	
2. Fuqua. <i>Light: Science and Magic: An Introduction to Photographic Lighting</i> , 4th ed. Focal, 2011, ISBN: 9780240812.	
Assignments	
Sample Assignment	
Sample Assignment	
Assignment: Ad book	
Objective	
<p>The completed Ad book will be used as a resource for each shooting project. You will be finding “good” and “bad” examples of each of the categories that represent each photographic project being produced for this class. You will be required to bring the Ad book with them each week as each new product type/project is being introduced. You will be showing and discussion topics will be centered on the Ad’s themselves in terms of deconstruction of the lighting that the photographer used, camera’s point of view, use of shadows and highlights (actual vs. created in computer), use of color, use of background, use of text and how the photograph supports the message in the text, what the message is and why the Ad is either good or bad.</p> <p>You will be referring to this Ad book for ideas, inspiration, lighting, design and focus for each project they will be producing. This Ad book is current industry based imagery that we can better address in this lighting class. As stylistic changes take place in the market place, the students will be making the same changes in class. Also, the products being presented as projects can change as the market changes with the new “hottest” ticket item, which will probably only change the item, but not one of our lighting situations that is represented here.</p>	
Instructions	
<p>You are required to find 5 good ads and 5 bad ones for each category. For example: sports equipment ad’s in magazines, brochures, newspapers or web sites. If found on the internet, print out for best possible quality. If the ad is too small to see detail well enough, then it is not usable for this project. In the end, you’ll have 5 good sports equipment ads and 5 bad sports equipment ads.</p> <p>Each ad needs to show lighting, depth of field, presentation of photography, etc.</p> <p>You are to respond to what’s good or bad for each ad with a paragraph or 5 bullet points. The responses need to be about the technical issues of the photography in each ad, not aesthetic</p>	

ones and not about the text or message of the ad. Comments are to about the photographic issues only.

Plus, you'll have a thirteenth category – “my favorites.” Find an additional 5 images that you really just love to look at. These can be from the internet. Your comments need to be a couple of paragraphs in length. Express how you are attracted to the imagery from an emotional standpoint and talk about what visuals hold you in the image. These 5 do not have to be from any of the listed 12 categories. They can be a mix of categories. Lay them out side by side and see if you can see a common thread connecting each them. Look for the reason of your emotional attachment to these 5 images. That common thread is part of your photographic style, which will be addressed more thoroughly during our lecture.

You'll end up with 125 ads with 125 statements in a total of 13 product categories.

Categories:

1. Soap – any kind of soap
2. Brochure
3. Sports equipment or athlete
4. Editorial car shoot Shoe – could be ad/life style/ accessory
5. Food
6. Clothing / bedding – catalog shot
7. Interior room/space and exterior building at twilight
8. Jewelry / watch – product or life style
9. Hi-Tech item
10. Beverage / glassware - could be a splash / pour, but could also be to show a translucent liquid.
11. Cosmetic – beauty ad with or without a model
12. My favorites

Present in cohesive manner that's easy to follow during lecture and is easy to carry.

Assignment: Producing a Brochure

Objective

You are to produce a brochure for a non-profit, Not for profit organization or for a small tourist destination. You will be creating a brochure for this project, but it is best if you could locate an organization that would like to work with you in creating a small brochure on the organization itself or on

one of it's projects. If you are able to work with an organization of some sort, you would be making a business contact, selling the job, working with someone else who actually directs the final outcome, produce the images and then create the brochure. While you are in school, you are working pretty much alone in the production of a project, deciding what to photograph, what the statement is about and what the final results will be. This type of work environment is not true as your leave school and enter industry. This could be one of the first times you will be actually be working for someone else.

A short list of possible organizations as an idea starter:

One of the various CTE Programs inside SMC

Ballona Wetlands

Heal the Bay

Car Museum in El Segundo

One of the local missions

Instructions

1. Locate an organization that is willing to work with you in producing a brochure that highlights either the organization, one of it's events or special projects that they are working on. If you are unable to find a willing organization, then find one that will allow you to produce the images. You will need to research the organization and write the accompanying text for your brochure. This research will also help in you creating a story line PRIOR to image creation.
2. If possible, establish a contact person within the organization and exchange contact information.
3. If possible, the initial meeting is to define a project for you to produce. Set dates and time.
4. Scout, if possible, the location prior to the shoot date. Define needed equipment. Define possible hinders to the shoot and work with your contact person to smooth everything out prior to the shoot date.
5. Possible shoot list
 - a. An overall establishing shot.
 - b. Small areas of interest and it should have people in the shot.
 - c. Have interactive shots of people.
 - d. If possible, think about the time of day and have beautiful lighting.
6. As a general number, you will need 20 strong images to work with as you begin to design the brochure. You may end up using only 10, but that's fine.

7. It is the responsibility of the non-profit, either directly or through your own research, to provide the copy or text information to insure accuracy of the story being presented.

8. Since you have approached the organization, you will be considered the one with the idea, so you could be the one to provide a layout of the photographs and copy – design of the brochure. Use Photoshop initially for creating your design and layout of the brochure, and print out on 8 ½” x 11” paper for review. If you know InDesign or another page layout software, you are welcome to use it. You could also use the printer’s software, if you already knew where the brochure was to be printed. Usually it will take a new version or 3 before the final one is settled on.

Once you have the design, consider using magcloud.com to output the brochure. You can research to locate other print on demand publishers. By using MagCloud the organization you used in this project could order additional copies directly form MagCloud if they wish to. You could also save the design as pdf and let the organization use it on their website, or send to another printer for multiple reproductions.

Items to Submit

1. The 20 images used in consideration of use in the brochure. Have high res DNG files named appropriately.
2. Copy of the final brochure.
3. Contact person’s name and contact information.

Pre/Corequisites & Advisories

Prerequisite

PHOTO 30

Corequisite

PHOTO 39

Concurrent enrollment is allowed.

Content Review

PHOTO 39 - Prerequisite (Content to Content)

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. Demonstrate understanding and skills in the deconstruction of a lighting pattern in a photograph used in an advertisement for purposes of learning new technical skills from another professional photographer.
2. Demonstrate the ability to light many different types of product surfaces, to use lighting as a visual element, tell a story and pose a model to enhance the product they are associated with in the frame.
3. Learn how to and demonstrate basic skills in retouching product and skin tone of a model for advertising.

Transfer/General Ed

CSU/UC Transfer Course

B. Transfers to CSU

Comparable Transfer Courses

College Info

Attached Files

[SLO's for Ph33](#)
[requisite worksheet](#)

Prerequisite Worksheet for Photo 33/30

ENTRANCE SKILLS FOR Photo 33

A)	Ability to work safely, properly and efficiently in a photographic studio environment with multiple light sources, different types of lighting equipment and with various types of grip equipment without causing harm to self, others or the equipment.
B)	To accurately use a light meter to determine lighting ratios, exposure settings, differences between a reflective and an incident meters with continuous light sources, studio strobes and flash.
C)	To determine the appropriate lighting style, quality, and pattern for any given subject by creating form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized – natural, small flash, strobe or tungsten.
D)	Ability to determine what type of lighting best suits a person's face. Student needs to have the skill by observing the shape of the face and knowing how each light modifier will affect the shape and textural quality of a person's skin and face type.
E)	To mix electronic flash with available and natural light using both automatic and manual exposure modes on both the flash and camera, which involves skills in metering and properly exposing a digital image.
F)	To understand how to accurately process a raw file, apply correct key wording and digital workflow through image processing and management software during and after a photographic shoot.
G)	Ability to work accurately with a small flash in manual, TTL, E-TTL and wirelessly (when available) functions and to how to control natural light in conjunction with the small flash for creative effects.
H)	list specific entrance skill here
I)	list specific entrance skill here
J)	list specific entrance skill here

EXIT SKILLS FOR Photo 30

1.	Students will have the ability to work safely, properly and efficiently in a photographic studio environment with multiple light sources, different types of lighting equipment and with various types of grip equipment without causing harm to self, others or the equipment.
2.	Students will have the ability to accurately use a light meter to determine lighting ratios, exposure settings, differences between a reflective and an incident meters with continuous light sources, studio strobes and flash.
3.	Students will have the ability to determine the appropriate lighting style, quality, and pattern for any given subject by creating form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized – natural, small flash, strobe or tungsten.
4.	Students will have the ability to determine what type of lighting best suits a person's face. Student needs to have the skill by observing the shape of the face and knowing how each light modifier will affect the shape and textural quality of a person's skin and face type.
5.	Students will have the ability to mix electronic flash with available and natural light using both automatic and manual exposure modes on both the flash and camera, which involves skills in metering and properly exposing a digital image.
6.	Students will have the ability to understand how to accurately process a raw file, apply correct key wording and digital workflow through image processing and management software during and after a photographic shoot.
7.	Students will have the ability to work accurately with a small flash in manual, TTL, E-TTL and wirelessly (when available) functions and to how to control natural light in conjunction with the small flash for creative effects.
8.	list specific entrance skill here
9.	list specific entrance skill here
10.	list specific entrance skill here

BUSINESS AS-T (aligns with the TMC)

	Course Title	Units
REQUIRED CORE:		
ACCTG 1	Introduction to Financial Accounting	5
ACCTG 2	Corporate Financial and Managerial Accounting	5
ECON 1	Principles of Microeconomics	3
ECON 2	Principles of Macroeconomics	3
BUS 5	Business Law	3
Total Core Units:		19
List A		
SELECT 1 course:		
MATH 28 <u>or</u> MATH 7	Calculus 1 for Business and Social Science <u>or</u> Calculus 1	5
MATH 54	Elementary Statistics	4
MATH 21	Finite Mathematics	3
Total List A Required Units:		3
List B		
SELECT 2 courses:		
Any course from List A not already used		3-5
BUS 1 <u>or</u> BUS 32	Introduction to Business <u>or</u> Business Communication	3
CIS 1 <u>or</u> CIS 4	Computer Concepts with Applications <u>or</u> CIS 4, Introduction to Business Applications	3
Total List B Required Units:		6
Total Minimum Units for AS-T:		28

HISTORY AA-T (aligns with the TMC)

		Course Title	Units
REQUIRED CORE:			
	HISTORY 11	History of the United States through Reconstruction	3
	HISTORY 12	History of the United States Since Reconstruction	3
Total Core Units:			6
List A			
SELECT 1 course from each line:			
	HISTORY 1 or 33	History of Western Civilization I or World Civilizations I	3
	HISTORY 2 or 34	History of Western Civilization II or World Civilizations II	3
Total List A Units:			6
List B			
SELECT 2 courses from the following (1 course from each area):			
Area 1: Any diversity course defined as:		a) History 33, 34 (if not used for List A) b) History 5, 6, 19, 21, 22, 24, 25, 26, 29, 30, 38, 39, 53 c) History 10, 16, 41, 42, 43, 62 Anthropology 21; Art History 72; Communication Studies 4, 7; Dance 2; ECE 11, 18; English 9, 10; Film 7; Geography 14; Media Studies 10; Music 37; Nutrition 7; Political Science 8, 14, 21; Sociology 30, 31, 32, 34 d) American Sign Language 1, 2; Arabic 1; Chinese 1, 2, 3; French 1, 2, 3, 4, 8; German 1, 2, 3, 4, 8; Hebrew 1, 2, 8; Italian 1, 2, 3, 8; Japanese 1, 2, 3, 4, 8; Korean 1, 2, 3, 4; Persian 1, 2; Russian 1, 2, 8; Spanish 1, 2, 3, 4, 8, 9, 11, 12, 20; Turkish 1 We will be expanding this list based on the TMC note below.	3
Area 2:		a) History 1, 2, 3, 4, 5, 6, 10, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 29, 30, 33, 34, 38, 39, 41, 42, 43, 45, 46, 47, 48, 52, 53, 55, 62 b) Anthropology 2; Economics 1, 2; Environmental Studies 7; Geography 2, 7, 8, 11; Global Studies 5, 10, 11; Media Studies 1, 10; Nutrition 7; Political Science 1; Psychology 1; Sociology 1, 1s, 2, 2s; Urban Studies 8, Women's Studies 10 We will be expanding this list based on the TMC note below.	3
Total List B Units:			6
Total Minimum Units for AA-T:			18

Notes from the TMC:

"Any diversity course"

- African American History or Literature; Latin American History or Literature; Women in U.S. History or Literature; Asian History or Literature; Intro to Race and Ethnicity; Women's Studies; Intercultural Communication; Women in Film; History of Asian Art; Comparative Government; International Relations

"Any non-history course from the humanities or social sciences related to history"

- History of Jazz; Economic History; Art Histories (various)

"Any introductory level social sciences course" (Descriptors to be added as appropriate)

- Introduction to Sociology; General Psychology; Introduction to Political Science; Introduction to Economics; Cultural Anthropology; Cultural Geography

Proposal is to eliminate Digital Media, Level 1 and rename Level 2, to simply "Digital Media"

DIGITAL MEDIA, LEVEL 1 -- Certificate of Achievement

*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 units required for Certificates of Achievement must be completed at Santa Monica College. Students must receive a grade of C or higher in each course to successfully complete the Certificates of Achievement.

The purpose of the Digital Media, Level 1 Certificate of Achievement is to provide students with a comprehensive foundation in digital media tools. The certificate also focuses on traditional techniques of storytelling and visual communication.

This certificate requires that students complete all of the Digital Media, Level 1 coursework.

This certificate is granted upon completion of 22 required units listed in the Digital Media, Level 1 Associate in Arts degree.

Required Courses for Digital Media, Level 1:

ET 2	Storytelling	3
ET 3	Principles Of Project Management	3
ET 18	Digital Storyboarding	3 - 2
ET 31A	Digital Video Fundamentals	3
ET 37	Digital Imaging For Design I	3
ET 40	Digital Audio Fundamentals	3
ET 94	Color Theory And Application	2
FILM 1	Film Appreciation Introduction To Cinema	3

Total Units **22 - 23**

DIGITAL MEDIA, LEVEL 2 -- Certificate of Achievement and Associate Degree

*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. At least 50% of the units required for Certificates of Achievement must be completed at Santa Monica College. Students must receive a grade of C or higher in each course to successfully complete the Certificates of Achievement.

Focusing on the design and implementation of digital media for the entertainment industry, the Digital Media, Level 2 Certificate of Achievement covers a range of audio and video production and post-production techniques.

This certificate is granted upon completion of 43 required units listed in the Digital Media, Level 1 and Level 2 Associate in Arts degree.

Required Courses for Digital Media, Level 1:

ET 2	Storytelling	3
ET 3	Principles Of Project Management	3
ET 18	Digital Storyboarding	3 - 2
ET 31A	Digital Video Fundamentals	3
ET 37	Digital Imaging For Design I	3
ET 40	Digital Audio Fundamentals	3
ET 94	Color Theory And Application	2
FILM 1	Film Appreciation Introduction To Cinema	3

Required Courses for Digital Media, Level 2:

ET 31B	Digital Video Editing	3
ET 32	Digital Compositing	3
ET 38	Digital Imaging For Design 2	3
ET 41	Digital Audio Editing	3
ET 58	Motion Graphics I	3
ET 59	Motion Graphics II	3
ET 60	Post Production Project	3

Total Units **43 - 44**

Proposal is to eliminate “Fundamentals of Interior Architectural Design”

FUNDAMENTALS OF INTERIOR ARCHITECTURAL DESIGN (24 units) – CERTIFICATE OF ACHIEVEMENT

This certificate leads to multiple careers opportunities in retail and wholesale design. The focus is on design and drafting fundamentals, visualization, perspectives, color, and materials and products. An Interior Architectural Design, Certificate of Achievement is granted upon completion of the 24 required units:

INTARC 28, Visual Studies II (3)
 INTARC 29, Computer Skills for Interior Architectural Design (3)
 INTARC 30, Principles of Interior Architectural Design (3)
 INTARC 31, Interior Architectural Design Studio I (3)
 INTARC 32, Visual Studies I (3)
 INTARC 34, Applied Color and Design Theory (3)
 INTARC 35, 2D Digital Drafting (3)
 INTARC 36, Interior Materials and Products (3)

INTERIOR ARCHITECTURAL DESIGN (48 units) – CERTIFICATE OF ACHIEVEMENT / AA DEGREE

This certificate builds professional skills in design, materials, furniture styles, digital design and drafting and career and portfolio creation. An Interior Architectural Design, Certificate of Achievement is granted upon completion of the following requirements:

REQUIRED CORE COURSES (42 units):

INTARC 28, Visual Studies II (3)
 INTARC 29, Computer Skills for Interior Architectural Design (3)
 INTARC 30, Principles of Interior Architectural Design (3)
 INTARC 31, Interior Architectural Design Studio I (3)
 INTARC 32, Visual Studies I (3)
 INTARC 34, Applied Color and Design Theory (3)
 INTARC 35, 2D Digital Drafting (3)
 INTARC 36, Interior Materials and Products (3)

INTARC 33, Interior Architectural Design Careers and Portfolio (3)
 INTARC 38, 3D Digital Drafting I (3)
 INTARC 40, Interior Architectural Design Studio II (3)
 INTARC 41, History of Interior Architecture and Furniture I
 INTARC 42, History of Interior Architecture and Furnishings II
 INTARC 45, Interior Architectural Design Studio III (3)

REQUIRED ELECTIVE COURSES (6 units):

Choose any 6 units from the list of courses below:

- INTARC 37, Set Design/Art Direction for Film & TV (3)
- INTARC 39, Green Design for Interiors (3)
- INTARC 44, Fundamentals of Lighting (3)
- INTARC 46, Construction Documents (3)
- INTARC 50, Business, Professional Practice & Codes (3)
- INTARC 52, Production Design for Film and TV (3)
- INTARC 57, 3D Digital Drafting II (3)
- INTARC 60, 20th Century Furniture and Interiors (3)
- INTARC 62, Model Building (3)
- INTARC 65, Digital Illustration for Interiors (3)
- INTARC 66, Visual History of American Housing (3)
- INTARC 70, 3D Digital Rendering and Animation (3)
- INTARC 90A, Internship (1)
- INTARC 90B, Internship (2)
- INTARC 90C, Internship (3)
- INTARC 90D, Internship (4)

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) revised 5/9/2012

Students must have the College Board send CLEP exam results to the Admissions Office (hand carried copies will not be accepted) for use on a degree or GE pattern.

Course credit and units granted at Santa Monica College may differ from course credit and units granted by a transfer institution.

Students may earn credit for CLEP Tests with scores listed below. CLEP credit can be used to meet degree, SMC GE and/or CSU GE requirements. In some cases, course credit is granted.

EXAM		SMC (GENERAL EDUCATION, DEGREE and/or COURSE)	MINIMUM CLEP SCORE	UNITS TOWARD SMC DEGREE	CSU GE AREA	SEMESTER UNITS TOWARD CSU GE	MINIMUM CSU SEMESTER UNITS EARNED TOWARD TRANSFER
American Government		GE: Social Science Area II: Group A or B DEGREE: Liberal Arts—Social and Behavioral Sciences: Group A	50	3	D8	3	3
American Literature		GE: Humanities Area III	50	3	C2	3	3
Analyzing and Interpreting Literature		GE: Humanities Area III	50	3	C2	3	3
Biology		COURSE: Biology 3 *	50	3	B2	3	3
Calculus		COURSE: Mathematics 7 *	50	5	B4	3	3
Chemistry		COURSE: Chemistry 10 *	50	5	B1	3	3
College Algebra		COURSE: Mathematics 26 *	50	5	B4	3	3
College Composition		GE: Language and Rationality Area IV: Group A	50	3	N/A	0	0
College Composition Modular		GE: Language and Rationality Area IV: Group A	50	3	N/A	0	0
College Mathematics		N/A	50	0	N/A	0	0
English Literature		GE: Humanities Area III DEGREE: Liberal Arts—Arts and Humanities: Group B	50	3	C2	3	3
Financial Accounting		N/A	50	3	N/A	N/A	3
French (max of 10 units awarded)	Level I	N/A	50	5	N/A	0	6
	Level II	COURSE: French 1 *	59	10	C2	3	12
German (max of 10 units awarded)	Level I	N/A	50	5	N/A	0	6
	Level II	COURSE: German 1 *	60	10	C2	3	12
History of the United States I: Early Colonization to 1877		GE: Social/Behavioral Sciences Area II: Group A OR Group B DEGREE: Liberal Arts—Social and Behavioral Sciences: Group A	50	3	D6+US-1	3	3
History of the United States II: 1865 to the Present		GE: Social Science Area II: Group A or B DEGREE: Liberal Arts—Social and Behavioral Sciences: Group A	50	3	D6+US-1	3	3
Human Growth and Development		GE: Social Science Area II: Group B DEGREE: Liberal Arts—Social and Behavioral Sciences: Group B	50	3	E	3	3
Humanities		GE: Humanities Area III DEGREE: Liberal Arts—Arts and Humanities: Group B	50	3	C2	3	3

EXAM		SMC (GENERAL EDUCATION, DEGREE and/or COURSE)	MINIMUM CLEP SCORE	UNITS TOWARD SMC DEGREE	CSU GE AREA	SEMESTER UNITS TOWARD CSU GE	MINIMUM CSU SEMESTER UNITS EARNED TOWARD TRANSFER
Information Systems and Computer Applications		COURSE: Computer Science 3 *	50	3	N/A	0	3
Introduction to Educational Psychology		N/A	50	3	N/A	0	3
Introductory Business Law		COURSE: Business 5 *	50	3	N/A	0	3
Introductory Psychology		COURSE: Psychology 1 *	50	3	D9	3	3
Introductory Sociology		COURSE: Sociology 1 *	50	3	D0	3	3
Natural Sciences		GE: Natural Science Area I DEGREE: General Science: Group B or C	50	3	B1 or B2	3	3
Pre-Calculus		COURSE: Mathematics 2 *	50	5	B4	3	3
Principals of Marketing		COURSE: Business 20 *	50	3	N/A	0	3
Principles of Macroeconomics		COURSE: Economics 2 *	50	3	D2	3	3
Principles of Management		COURSE: Business 65 *	50	3	N/A	0	3
Principles of Microeconomics		COURSE: Economics 1 *	50	3	D2	3	3
Social Sciences and History		GE: Social Science: Group B DEGREE: Liberal Arts—Social and Behavioral Sciences: Group B	50	3	N/A	0	0
Spanish (max of 10 units awarded)	Level I	N/A	50	5	N/A	0	6
	Level II	COURSE: Spanish 1 *	63	10	C2	3	12
Western Civilization I: Ancient Near East to 1648		GE: Humanities Area III DEGREE: Liberal Arts—Arts and Humanities: Group B	50	3	C2 or D6	3	3
Western Civilization II: 1648 to the Present		GE: Humanities Area III DEGREE: Liberal Arts—Arts and Humanities: Group B	50	3	D6	3	3

* Students should be aware that CLEP credit is evaluated by corresponding it to the equivalent SMC course. **Example:** Biology 3. A student who receives CLEP credit for “Biology” and then takes the equivalent SMC course will have the unit credit for such duplication deducted prior to being awarded the degree.

CSU GE: The CLEP examinations may be incorporated into the certification of CSU General Education-Breath requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education-Breath area if the examination is included as part of a full or subject-area certification. Please note that individual CSU campuses may choose to grant more units than those specified toward completion of General Education-Breath requirements.

Proposed revision to Ecological Literacy category for Global Citizenship designation

Ecological Literacy:

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

Course content focuses primarily on **at least one** of the following four areas: (Check all that apply)

STRIKEOUT VERSION

<input type="checkbox"/>	Environmental values, debates and/or challenges Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives
<input type="checkbox"/>	Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects in the continuing viability of habitats for life on Earth and/or application of scientific principles and techniques to study the causes of and potential solutions to environmental problems .
<input type="checkbox"/>	Analysis of human activity and its impact on Earth's livability and sustainability natural environments, both local and global, and the shorter and longer term implications for the planet's livability and sustainability.
<input type="checkbox"/>	Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.

CLEAN VERSION

<input type="checkbox"/>	Environmental values, debates and/or challenges
<input type="checkbox"/>	Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role in the continuing viability of habitats and/or application of scientific principles and techniques to study the causes of and potential solutions to environmental problems
<input type="checkbox"/>	Analysis of human activity and its impact on Earth's livability and sustainability
<input type="checkbox"/>	Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.