SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, September 21, 2011 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300E

Members:

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

Interested Parties:

Maria Bonin	Mary Colavito	Mona Martin	Wendy Parise
Jamie Cavanaugh	Kiersten Elliott	Mitra Moassessi	Linda Sinclair
Jonathan Cohanne	Janet Harclerode	Katharine Muller	Eleanor Singleton
			Chris Young

Ex-Officio Members:

Eric Oifer	Tiffany Inabu

A G E N D A

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

I. Call to order

II. Public Comments*

III. Approval of Minutes

IV. Chair's report

- Committee Orientation and [2010-11 Committee Report]
- Stand-Alone Course Training
- CurricUNET update and training
- Memo to CSU UC Department Chairs & Faculty……..3
- Memo to CCC Senate Presidents, Curriculum Chairs & Articulation Officers….4
- Amendment to minutes of May 18, 2011–

  The Academic Senate approved the following on May 17, 2011:
  - ~~Energy Efficiency 2: Residential Building Science~~
  - ~~Public Policy A.A. Degree/Certificate of Achievement~~
  - Dance 75/ECE 75: Dance for Children – Creative Dance in the Pre-K and Elementary Classroom
  - Associate in Arts for Transfer, Sociology (AA-T Sociology)

**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.*

V. Information Items:

1. COSM 36: Nail Care 3 (Course update)
2. COSM 41B: Hair Styling 4 (Course update)
3. INTARC 41: History of Interior Architecture and Furnishings I (Course update)
4. INTARC 42: History of Interior Architecture and Furnishings II (Course update)
5. PHOTO 5: Title Change from "Fundamental Photo Digital Printing" to "Digital Asset Management, Modification, & Output" and revised course description (effective Spring 2011)

(Computer enforcement of Physics prerequisites)

6. Physics 7: General Physics
7. Physics 9: General Physics with Calculus
8. Physics 22: Electricity and Magnetism with Lab
9. Physics 23: Waves, Optics, Thermodynamics with Lab
10. Physics 24: Modern Physics with Lab

VI. Course Revisions – credit:

a. COSM 26: Nail Care 2 (units/hours change and course update)……...……...5
b. COSM 31B: Hair Styling 3 (units/hours change and course update)…...……12

VII. New courses – credit:

c. ANTHRO 19: The Culture of Food……17
d. COSM 14A: Curly Hair Techniques 1…….....29
e. COSM 14B: Curly Hair Techniques 2……35
f. CS 30: MATLAB Programming……41
g. CS 53A: iOS Development with Objective-C……....55
h. PHOTO 30: Introduction – Techniques of Lighting……...69

VIII. Distance Education

i. CS 30: MATLAB Programming……49
j. CS 53A: iOS Development with Objective-C……64

IX. Global Citizenship

k. ANTHRO 19: The Culture of Food……27

X. 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.

ICAS

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

June 21, 2011

To CSU/UC department chairs and faculty involved with community college articulation:

This memo will address considerations for determining placement for CCC transfer students based on the CCC courses they have completed.

For many CSU and UC campuses, articulation agreements already exist that delineate course equivalencies or placement eligibility at CSU/UC for students who have completed particular courses at a particular CCC. These articulation agreements are based on the Course Outline of Record (COR), the official document that describes the course and applies to every offering of that course by any instructor.

On occasion, however, a student requests placement based on having completed a course for which there is no articulation agreement in place. Of course the fundamental question is whether the student's background prepares him or her for success in the advanced course. We typically determine this by examining information about the CCC course(s) the student has taken. The preferred source for this information is the CCC COR. Determinations made on the basis of a course outline can be long-lasting and should not require re-examination for every subsequent student who has taken the same course.

If the COR does not provide enough information to determine that the student is likely to succeed in the advanced course, CSU/UC faculty sometimes request the syllabus for the specific offering of the course that the student completed. This is much less effective, since the syllabus applies only to a single offering of a course; determinations made on the basis of a syllabus would not apply to other offerings of the same course.

Thus, we encourage CSU/UC faculty to make articulation and placement determinations based on CORs rather than individual syllabi, and to communicate with CCCs about the nature and depth of information those outlines should contain. In particular, as the CCCs progress with the uniform course numbering (C-ID) project, we encourage CSU and UC faculty to collaborate with the CCCs as they develop C-ID descriptors for courses in their fields; the C-ID descriptors are designed to include comprehensive course information, such as methods of evaluation, course content and course objectives. (See www.c-id.net)

More generally, we note that there are strong reasons to be flexible in awarding CSU/UC placement based on CCC courses. The criterion should not be course equivalence per se, but rather whether the CCC course(s) prepare the transfer student to succeed in the advanced course(s) at CSU/UC. Flexibility in these determinations helps students achieve their educational goals in a timely way. In addition, the Legislature has a strong interest in streamlining the transfer process and has already enacted legislation intended to facilitate this. Especially for UC, which is insulated from direct legislative control by the Regents, a perceived intransigence may result in a move for more direct legislative control.

Respectfully,

Jane Patton
ICAS Chair
President, Academic Senate for California Community Colleges

Daniel L. Simmons
Daniel Simmons
Chair, Academic Senate UC

James Postma
Chair, Academic Senate CSU

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ICAS

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

June 21, 2011

To CCC senate presidents, curriculum chairs, and articulation officers:

This memo will address articulation of CCC courses with CSU and UC and the nature of information that can help CSU/UC faculty make these determinations.

CSU/UC faculty need enough information about a CCC course to determine whether a student who has completed that course will succeed if placed into a more advanced course at CSU/UC. Making this determination often requires information about the size and nature of the assignments, or more broadly, details about the CCC course's objectives.

Occasionally CSU/UC faculty request course syllabi rather than the generally applicable course outline of record. While these requests are not ideal, since syllabus information applies only to a single offering of a course, they reflect a desire for greater detail than was available on the course outline and a willingness on the part of the CSU/UC faculty to make an individual determination for a single student.

As the C-ID project progresses, with course descriptions that include more detailed course objectives, we hope that these objectives will be stated in enough detail to enable the CSU/UC faculty to make a judgment about the student's likely success. They should follow the usual best practices in writing objectives, with concrete actions rather than the more general "understand" or "know" and with information about the typical nature and size of the major assignments.

The current budget climate presents challenges to promoting clearer communication between the CCCs and CSU/UC, and we expect that efforts currently underway to communicate the content of CCC courses will improve the educational experience of transfer students.

Respectfully,

Jane Patton

ICAS Chair
President, Academic Senate for
California Community Colleges

Daniel L Simmons

Daniel Simmons
Chair, Academic Senate UC

James Postma

James Postma
Chair, Academic Senate CSU

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Course Outline of Record

Santa Monica College

Course Outline For
Cosmetology 26

Course Title:	Nail Care 2			**Units:**	0.5
Total Instructional Hours:	36				
Hours per week (full semester equivalent) in Lecture:	0.5	In-Class Lab:	1.5	Arranged:	0

Date Submitted:	August 24, 2011
Date Updated:	September 14, 2011

Prerequisite(s):	Cosmetology 16
Skills Advisory:	None

I. Catalog Description:

This is the second nail care class required for all entering students who wish to be licensed for cosmetology or manicuring by the State of California. The student will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of nail tips, nail wraps, manicures and pedicures.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Standard Cosmetology Text, Milady's Publishing 2012
2.	Standard Cosmetology Theory Workbook, Milady's Publishing 2012
3.	Standard cosmetology Practical Workbook, Milady's Publishing 2012

III. Course Objectives:
Upon completion of the course students will be able to:

1.	Practice Safety and sanitation rules
2.	Observe State board Rules and Regulations
3.	Understand and demonstrate the proper application of nail tips
4.	Demonstrate a Nail Wrap

IV. Methods of Presentation:

Demonstrations
Lecture/Power Point
Guest Artists
Hand outs
Video/DVD

V. Course Content:

% of course	Topic
10 %	Safety techniques and sanitation
10 %	State Board rules and regulations
20 %	Nail tip procedures

20 %	Manicure
20 %	Nail wraps
20 %	Pedicure

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

% of grade	Evaluation Method
20 %	Participation
20 %	Quizzes
20 %	Homework
20 %	Final Exam Written
20 %	Final Exam Practical

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

1.	Perform a plain manicure
2.	Provide a written report explaining the history of manicures and how they have evolved in time
3.	Provide a notebook showing the different nail trends throughout the ages

Course Approval and Data Sheet for: Cosmetology 26

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

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

Separating the existing Manicuring 2 classes, currently 8-hours, into two 4-hour sessions, provides a greater benefit to students, allowing instructors to focus on State Board required techniques. It is a challenge for two instructors to collaborate on an 8-hour course and to arrive at a final grade for this class. This is due to the complexity of specific techniques learned in one 4-hour session compared to the practical techniques learned in the second 4-hour session. In comparison to the majority of our existing 4-hour classes, students' retention rate is greater due to the centralized focus of specific techniques. Additionally, this provides instructors with a straight forward method of how to lecture, prepare exams, and grade students based upon those specific techniques.

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

- Cosmetology

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

- Cosmetology Certificate of Achievement

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

- Nail Care

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

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

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

Course Load Factor suggested by department: 1
Rationale for the above load factor suggestion:

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

- Cosmetology

Student / Program / Institutional Learning Outcomes

August 31, 2011
Cosmetology 26

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

1.	Given a client the student will practice safety and sanitation rules, observe state board rules and regulations while demonstrating the proper application of nil tips and nail wraps.
	As assessed by: Demonstration according to State Board standards

2.	Given a client the student will apply the proper technique for a plain manicure and oil manicure
	As assessed by: Demonstration according to State Board standards

3.	Given a client the student will apply the proper technique for the application of a nail tip
	As assessed by: Demonstration according to State Board standards

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

1.	Students will demonstrate nail wraps in compliance to the state board and perform all procedures to pass the California exam Students will be prepared to pass the State Board exam

2.	Students will demonstrate sanitation and disinfection in compliance to the State Board and perform all procedures to pass the California exam Students will be prepared to pass the State Board exam

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will communicate with each client having knowledge of current industry techniques using the latest equipment

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Students will demonstrate good work ethics needed for employment and the environment

S/ILO Committee Use Only	reviewed by:	CKS	9-6-11

APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

(Enter Discipline and Course # here)

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	4			8-31-11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair(s) Approval:

Department Chair Approval:	Helen LeDonne	Date:	8-31-11
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Approvals:

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

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

COSMOTOLOGY 26, Nail Care 2

Prerequisite: Cosmetology 16 ; Nail Care 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

	Type 1:	Standard Prerequisite
X	Type 2:	Sequential within and across disciplines
	Type 3:	Course in communication or computational skills as prerequisite for course other than another skills course
X	Type 4:	Program prerequisites
	Type 5:	Health and Safety
	Type 6:	Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR Nail Care 2, COSM 26

A)	Identify the four natural nail shapes
B)	Demonstrate massage skills for hands and arms
C)	Demonstrate safety procedures and sanitary precautions for a manicure
D)	Understand the nail and its disorders
E)	Understand and demonstrate the proper technique of a pedicure

EXIT SKILLS FOR Nail Care 1, COSM 16

1.	Identify the four natural nail shapes
2.	Demonstrate massage skills for hands and arms
3.	Demonstrate safety procedures and sanitary precautions for a manicure
4.	Understand the nail and its disorders
5.	Understand and demonstrate the proper technique of a pedicure

	ENTRANCE SKILLS FOR COSM 26										
EXIT SKILLS FOR COSM 16		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6										
	7										
	8										
	9										
	10										

Santa Monica College

Course Outline For
Cosmetology 31B

Course Title:	Hair Styling 3			**Units:**	0.5
Total Instructional Hours:	**36**				
Hours per week (full semester equivalent) in Lecture:	**0.5**	In-Class Lab:	**1.5**	Arranged:	**0**

Date Submitted:	September 2, 2011
Date Updated:	September 14, 2011

Prerequisite(s):	COSM 21B
Skills Advisory:	none

I. Catalog Description:

This is the third class required for all entering students who are preparing to be licensed for cosmetology by the State of California. This course provides an approach to different blow drying methods. Students will learn the fundamentals of blow drying long, medium, and short hair techniques, when used alone or in combination, can create many different hair designs.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Standard Cosmetology Text, Milady's Publishing, 2012
2.	Standard Cosmetology Theory Workbook, Milady's Publishing, 2012
3.	Standard Cosmetology Practical Workbook, Milady's Publishing, 2012

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Create hairstyles using blow dryer.
2.	Design hair styles using proper use of irons.
3.	Create blow drying short, layered, curly hair styles with a smooth and full finish right handed.
4.	Design hair styles for specific shape of face using combinations of blow drying techniques
5.	Create blow drying short, layered, curly hair styles with a smooth and full finish left handed.

IV. Methods of Presentation:

Demonstration
Video
Lecture
Guest artist

V. Course Content:

% of course	Topic
15 %	Blow drying techniques for short hair.
10 %	Iron techniques for short hair.
15 %	Blow drying techniques for layered and long hair.
10 %	Iron techniques for layered and long hair.

15 %	Design hair styles for specific shape of face using a combination of blow drying techniques.
15 %	Blow drying techniques for curly hair for smooth finish.
20 %	Finishing techniques.

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

% of grade	Evaluation Method
25 %	Participation
25 %	Midterm written
25 %	Final practical
25 %	Final written

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

1.	Answer all questions in chapter 17 in Milady's Practical Work book.
2.	Create picture book of styles for different shaped faces, including short, medium, and long hair.
3.	Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape.

Course Approval and Data Sheet for: Cosmetology; Hair Styling 3, COSM 31B

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

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

Separating the existing Hair-styling 3 class, currently 8-hours, into two 4-hour sessions, provides a greater benefit to students, allowing instructors to focus on State Board required techniques. It is a challenge for two instructors to collaborate on an 8-hour course to arrive at a final grade for this class due to the complexity of specific techniques learned in one 4-hour session compared to the practical techniques learned in the second 4-hour session. In comparison to the majority of our existing 4-hour classes, students' retention rate is greater due to the centralized focus of specific techniques. Additionally, this provides instructors' with a straight forward method of how to lecture, prepare exams, and grade students based upon those specific techniques.

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

- AA Cosmetology

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

- Cosmetology Certificate of Achievement

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

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

Course Load Factor suggested by department: .75
Rationale for the above load factor suggestion: Same as existing courses

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

- Cosmetology

Student / Program / Institutional Learning Outcomes

July 26, 2011
Cosmetology, Hair Styling 3, COSM 31B

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

1.	Given appropriate tools the student will demonstrate proper sanitation and disinfection techniques.
	As assessed by: In class demonstration according to State Board guidelines

2.	Given a model, students will demonstrate mastery of various blow dry styling techniques for short hair.
	As assessed by: In class demonstration according to State Board guidelines

3.	Given a model, student will demonstrate mastery of various blow dry techniques for long hair
	As assessed by: In class demonstration according to State Board guidelines

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

1.	Students will demonstrate wet hair styling in compliance to the state board and perform all procedures to pass the California exam Students will be prepared to pass the State Board exam
2.	Students will demonstrate sanitation and disinfection in compliance to the State Board and perform all procedures to pass the California exam
	Students will be prepared to pass the State Board exam

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will communicate with each client having knowledge of current industry techniques using latest equipment.

ILO#3	respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
	Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Students are taught good work ethics needed for employment and the environment.

S/ILO Committee Use Only	reviewed by:	CKS	8-11-11

APPROVALS PAGE

(Cosmetology, Hair Styling 3, COSM 31B)

Department/Area Vote(s):

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

Department Chair(s) Approval:

Department Chair Approval:	Helen LeDonne	Date:	August 3, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Approvals:

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

Santa Monica College

Course Outline For
Anthropology 19: The Culture of Food

Course Title:	The Culture of Food			**Units:**	3
Total Instructional Hours: (usually 18 per unit)	54				
Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab:	None	Arranged:	None

Date Submitted:	August 28, 2011
Date Updated:	August 29, 2011

IGETC Area:	**4A**
CSU GE Area:	**D1**
SMC GE Area:	**IIA**
Transfer:	**CSU, UC Pending**

Prerequisite(s):	None.
Skills Advisory:	None.

I. Catalog Description:

Food not only nourishes our bodies, it also nourishes our soul, and plays a critical role in the identity formation of individuals and groups of people in society. This course explores how different cultural systems throughout the world shape the production, distribution and consumption of food. We will use a cross-cultural focus to investigate the social, cultural, and ecological aspects of food, food products, and food resources in a global, historical, and comparative perspective.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Standage, Tom. 2009. *An Edible History of Humanity*. Walker & Company.
2.	Counihan, Carole. 2007. *Food and Culture: A Reader*. Routledge.
3.	Rubin, Lawrence. 2008. *Food for Thought: Essays on Eating and Culture*.
4.	Wrangham, Richard. 2010. *Catching Fire: How Cooking Made Us Human*. Basic Books.
5.	Tousaint-Samat, Maquelonne. 2008. *A History of Food*. Wiley-Blackwell.
6.	Jones, Martin. 2008. *Feast: Why Humans Share Food*. Oxford University Press.
7.	Belasco, Warren. 2008. *Food: The Key Concepts*. Berg Publishers.
8.	Haines, Helen and Clare Sammells, eds. 2011. *Adventures in Eating: Anthropological Experiences in Dining from around the World*. University Press of Colorado.
9.	Civitello, Linda. 2011. *Cuisine and Culture: A History of Food and People*. Wiley.
10.	Brussow, Harald. 2007. *The Quest for Food: A Natural History of Eating*. Springer.
11.	Flammang, Janet. 2009. *The Taste for Civilization: Food, Politics, and Civil Society*. University of Illinois Press.
12.	Visser, Margaret. 2010. *Much Depends on Dinner: The Extraordinary History and Mythology, Allure, and Obsessions, Perils and Taboos of an Ordinary Meal*. Grove Press.

13.	Kitter, Pamela, Kathryn Sucher and Marcia Nelms. 2011. *Food and Culture*. Wadsworth.
14.	Millstone, Erik. 2008. *The Atlas of Food: Who Eats What, Where, and Why*. UC Press.
15.	Fraser, Evan. 2010. *Empires of Food: Feast, Famine, and the Rise and Fall of Civilizations*. Free Press.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Explain the anthropological approaches (biocultural, symbolic, material) to the study of food.
2.	Explain the critical role of culture in determining food systems.
3.	Compare and contrast in a systematic manner the beliefs, values, and ideologies of different cultures in reference to attitudes toward food and the impact those beliefs have on culture.
4.	Explain the role of globalization and the Colombian Exchange in the relationship of culture(s) with food.
5.	Explain the role of ethnicity in determining food choices and habits.
6.	Explain the role of religion in determining food choices and habits.
7.	Explain the role of animal and plant domestication on food choices and habits.

IV. Methods of Presentation:

Lecture, discussion, films, oral presentations, exams, written assignments

V. Course Content:

% of course	Topic
5%	Symbolism: Food is good to think
5%	Materialism: Food is good to eat
5%	Biocultural Approaches
7.5%	Hunting and gathering
12.5%	Domestication of animals and plants (farming, animal husbandry)
5%	Colombian Exchange
5%	International Food Policy
7.5%	Globalization and food
5%	Food taboos
5%	Food rituals
7.5%	Food and ethnicity
5%	Food, Health and Illness
5%	Food and religion
15%	Special topics (ex. hunger & starvation, cannibalism, eating disorders, slow food movement, fair trade, obesity, vegetarianism, organics, genetically modified food…)
5%	Anthropological study of culture

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

% of grade	Evaluation Method
30%	exams (2 or 3)
10%	participation
40%	written assignments (2 to 4)

10%	film reviews
10%	quizzes (2 or 3)

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

1.

Assignment #1:
Globalization of Food/Cuisine

Globalization as defined by the movement of peoples, products, and ideas across national borders is a frequent topic of conversation throughout the world. Some writers champion the benefits of globalization (access to cheap products, access to cheap labor, consumer freedom) while others decry the problems with globalization (increasing inequality in wealth, cultural homogeneity, lack of national controls over economics and politics). No one, though, doubts the powerful influence of globalization on all peoples and countries on the planet; no person living today is able to escape the impact of globalization on their lives.

Food/cuisine is an important and powerful indicator of ethnicity and religion and is important in the traditions of billions of people on our planet. Globalization, though, is rapidly transforming the types of foods people eat and the ways in which foods/cuisine is conceived of. In this assignment students will explore the effects of globalization on cuisine and food. This assignment will combine data collected independently by students with course lecture and reading material.

Food log:

Students will conduct a food log of all the food they consume for any 5 consecutive day period. You are to note what you ate, where you ate the food, who prepared the food, the cost of the food, how you paid for the food, packaging of the food, and other important aspects of the dining experience. You should construct a table to record your observations (see below).

Date/Day/Time	Meal	Foods Eaten	Cost	How Paid	Where	Server(s)	Observations/Field Notes

Market ethnography:

Ethnography is the life-blood of anthropology. It is one of the key methods in which anthropologists use to understand culture. Ethnographers attempt to understand the *symbols* (something verbal or non-verbal that stands for something else) and *rituals* (repeated use of symbols) that constitute the culture of the group under study. Markets are particularly rich areas to observe and record culture in action (economic, consumer, gender, advertising, global…).

Students will observe and record information from two different types of food markets (eg. large chain grocery store, farmer's market, "ethnic" grocery store). As above with the food log, students should construct a table to record their observations including: location of the market, date & time of visit, food items sold at market, layout of market, who are sellers/vendors, consumers in the market, food advertisements, and any other important observations. See example below:

Location	Date/Day/Time	Food Sold	Layout	Vendors	Consumers	Ads	Observations/ Field Notes

Written paper:

The final paper for this assignment will require students to summarize the data collected by students in their food logs and market visits, with course readings pertaining to food/cuisine and globalization and lecture material pertinent to these topics. Your paper should address the following questions/statements/ideas:

- Global influences on food eaten, availability, symbols and rituals of cuisine.
- Local influences on food eaten, availability, symbols and rituals of cuisine.
- Who exercised power in your food ways? (Based on student data collected combined with the application of concepts presented in this course.)
- What are sites of resistance to the exercise of power in food ways during the past 16 weeks? (Based on student data collected combined with the application of concepts presented in this course.)

This paper should be from 5-8 pages in length (double spaced, 1" margins on all four sides, Times New Roman font, 12 point font). (Staple your food logs and market ethnographies to the back of your final written paper.) Points will be subtracted for failure to follow these instructions. You will be graded on the thoroughness of your writing, and the thoroughness of your data collection (food logs, market ethnographies).

2.

ASSIGNMENT #2:
Film Review – People of the Wind

The Bakhtiari are pastoralists that live in Southwestern Iran whose culture is centered on the (re)production of sheep. It is estimated that every year, thousands of men, women and children and their animals migrate crossing the Zagros Mountains in Iran to reach their summer pastures. As of 2006, the migration still took place, although the people and livestock are now transported in trucks. This film depicts the trek to reach the summer pastures of the Babadi tribe, a subset of the Bakhtiari people. You should compare your lecture notes of pastoral societies with the film.

Please take notes during the film to answer the questions below. You should write from 1-2 paragraphs for each bullet point question.

- In the film The Kalantar (chief) says, "The migration makes us who we are." What does this mean? Based on evidence from the film, what might the Babadi do if they no longer made their yearly migrations?
- What is the importance/function for the Babadi of each of the following animals: sheep, mules/horses, cattle, dogs, chickens?
- How does the natural environment pose constraints and opportunities for the Babadi? How does the human environment pose constraints and opportunities for the Babadi?
- What are the economic and other work activities of Babadi men and Babadi women?
- How does the traditional Babadi life conflict with the forces of modernization depicted in the film?

Course Approval and Data Sheet for: Anthropology 19: The Culture of Food

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

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

The study of food and culture has a long history in the discipline of anthropology. Three UC campuses currently offer lower division, undergraduate courses examining the dynamic of culture with food in their anthropology departments (UCLA, UC Berkeley, UC Santa Cruz), as do two CA Community Colleges (Cabrillo College, Saddleback College). Many other universities throughout the US also offer upper division undergraduate courses in the anthropology of food as well as graduate courses and graduate degree concentrations in the anthropology of food (for example Indiana University). There are several academic journals with a focus on food and culture (1: *Gastronomica: The Journal of Food and Culture*, 2*: Food, Culture and Society*, 3: *Culture, Agriculture, Food and Environment*).

A course in the anthropology of food continues to sustain SMC's Global Citizenship initiative with its deep connection to the 2011-12 theme: health, wellness and happiness, all three aspects of the theme being inextricably related to food. A curricular exploration of the social and cultural life of food thus interweaves two years' themes. Anthropology offers a unique set of methods and theories to educate students (ethnographic methods of participant-observation, in-depth interviewing and participatory, engaged community research) who thus, learn to see themselves as an integral part of the global food system. An Anthropology of Food course puts SMC among the growing number of US campuses that have incorporated food studies into their curriculum. A strong academic food program, especially one that is interwoven with global citizenship and sustainability efforts on campus, will make Santa Monica College a leader in a profoundly important academic and social movement.

Prior to this new course application, anthropology professors at SMC began the process of bringing to our campus a global/cultural awareness to food issues. Anthropology Adjunct Professor, Gillian Grebler, was awarded a grant from the Global Council in the spring 2011 semester for her "Food Justice" project with the greater SMC community. This on-going project with SMC students investigates food issues (e.g. slow food movement, community gardens, sustainable consumption etc.) in the greater Los Angeles Area. In addition, in August of this year, Anthropology Professor Eric Minzenberg was awarded a Margin of Excellence Grant to purchase education materials pertinent to the study of food and culture (books, DVDs, journal subscriptions). These materials will provide a resource base for SMC students and faculty to investigate global/local food systems on our campus.

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

- Global Studies, Liberal Arts – Social and Behavioral Science

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

- Global Studies

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

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

UCLA: 1) Anthropology 88SB: Some Like it Hot: Evolution and the Psychology of Food Preferences (2011, spring)
2) Anthropology 19-4: Food, Culture, and Identity (2008, fall)

UC Berkeley: 1) Anthropology 24: Food and Identity (2010, fall)
2) Anthropology 24: Chocolate: History, Culture and Science (2010, spring)

UC Santa Cruz: 1) Anthropology 80K: Culture Through Food (2011, spring)

Cabrillo College: Anthropology 17: Global Perspectives of Food and Culture

Saddleback College: Anthropology 42: Culture and Food

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

- How many times should this course be repeatable? 0

Course Load Factor suggested by department: 1.0
Rationale for the above load factor suggestion: 3 hour/week lecture course

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

- MA in anthropology

Student / Program / Institutional Learning Outcomes

8/26/11
Anthropology 19: The Culture of Food

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

1.	**Evaluate how culture shapes the production, consumption, and distribution of food within varied cultural contexts throughout the world.**
	As assessed by: exams, quizzes, written assignments, film reviews a) When presented with reading assignments (book chapters, journal articles, internet pages) students will be able to evaluate how food systems are created and maintained by different cultures in different countries & regions of the world. b) As assessed by exams, quizzes, written assignments and film reviews in which the student evidences understanding of key concepts/constructs utilized in cultural anthropology (including material culture, social organization, ritual and symbols, ethnicity, religion, and globalization amongst others) and, in analyzing and evaluating cultural beliefs, norms and practices of food production, consumption and distribution worldwide, provides a thorough presentation of analysis and findings.

2.	**Evaluate the different anthropological approaches (biocultural, symbolic, material) to the study of food systems worldwide.**
	As assessed by: exams, quizzes, written assignments, film reviews a) When presented with reading assignments (book chapters, journal articles, internet pages) students will be able to evaluate which theoretical approach the author has employed to investigate global food systems. b) As assessed by exams, quizzes, written assignments and film reviews in which the student evidences understanding of key concepts/constructs utilized in cultural anthropology (including material culture, social organization, sociobiology, ritual and symbols, ethnicity, religion, and globalization amongst others) and, in analyzing and evaluating different theoretical approaches in the discipline of anthropology used in the study of food systems worldwide, provides a thorough presentation of analysis and findings.

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

1.	**In this course, students will utilize key anthropological concepts/constructs (including material culture, social organization, ritual and symbols, race, ethnicity, kinship and globalization amongst others) to analyze and evaluate cultural beliefs, norms and practices throughout the world.**
	a) When presented with reading assignments (book chapters, journal articles, internet pages) students will be able to evaluate which theoretical approach the author has employed to investigate global food systems. b) As assessed by exams, quizzes, written assignments and film reviews in which the student evidences understanding of key concepts/constructs utilized in cultural anthropology (including material culture, social organization, sociobiology, ritual and symbols, ethnicity, religion, and globalization amongst others) and, in analyzing and evaluating different theoretical approaches in the discipline of anthropology used in the study of food systems worldwide, provides a thorough presentation of analysis and findings.

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	In this course, students will acquire the knowledge, tools and skills to evaluate how culture shapes the production, consumption, and distribution of food within varied cultural contexts.

ILO #2	obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
	In this course, students will acquire the knowledge, tools, and skills of the discipline of anthropology in the investigation of the interplay of culture and food systems to effectively interpret and communicate these concepts and theories.

ILO#3	respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
	In this course, students will acquire the knowledge, tools, and skills to be reflective, engaged, and productive global citizens integral to the achievement of social and cultural sustainability for present and future generations.

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	In this course, students will acquire the knowledge, tools, and skills to be reflective, engaged, and productive global citizens integral to the achievement of social and cultural sustainability for present and future generations.

S/ILO Committee Use Only	reviewed by:	CKS	8/29/11

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

Anthropology 19: The Culture of Food

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**NO**
	If yes, state the recommended prerequisites:	

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

FORM 5: APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

Anthropology 19: The Culture of Food

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Earth Sciences	11	0	0	8/16/11-8/24/11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair(s) Approval:

Department Chair Approval:	Vicki Drake	Date:	8/24/11
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Librarian Approval:	Carol Womack	Date:	8/29/11

Approvals:

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

APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT

(ANTHROPOLOGY 19)

Step 1: Under which category does the course belong? (select only one)

[ ] American Cultures	Course meets **both** of the following two criteria: (Please check) [ ] Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions [ ] Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.
[ ] Ecological Literacy	Course content focuses primarily on **at least one** of the following four areas: (Check all that apply) [ ] Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives [ ] Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth. [ ] Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability. [ ] Analysis of environmental problems and 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.
[X] Global Studies	Course meets **all** of the following three criteria: (Please Check) [X] Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored. [X] Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today. [X] Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
[ ] Service Learning	Course meets **all** of the following four criteria: (Please Check) [ ] The required hours of service must be at least 20 per semester. [ ] The academic rigor of the course must be supported by the use of service learning. [ ] Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives. [ ] The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.)

Step 2: Student Learning Outcome

It is expected that at least one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO here:

SLO:

SLO #1: Evaluate how culture shapes the production, consumption, and distribution of food within varied cultural contexts throughout the world.

Step 4: Narrative

This course employs a cross-cultural approach to the study of food and culture. Specifically we will investigate food systems in historical context of the United States, Latin America, Africa, Asia and Europe – their similarities and differences, to derive general human patterns of production, distribution, and consumption of food. Course topics include the analysis of varied ethnic and religious influences on food choices, habits, and beliefs, and the role of globalization in the relationship of cultures with food. We will analyze the linkage of socio-cultural, gender, economic, and political systems as they relate to food systems. At the conclusion of this course students will understand how participation in our global and local community is integrated with the lives of peoples living in other countries and regions of the world.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship

	Yes	No	Abstain	Not voting
Earth Sciences	11	0	0	0

Course Outline of Record

Santa Monica College

Course Outline For

Cosmetology 14A

Course Title:	Curly Hair Techniques 1			**Units:**	.5
Total Instructional Hours:	36 hours				
Hours per week (full semester equivalent) in Lecture:	.5	In-Class Lab:	1.5	Arranged:	0

Date Submitted:	September 5, 2011
Date Updated:	September 13, 2011

Prerequisite(s):	none
Skills Advisory:	none

I. Catalog Description:

This class is required for all students who wish to be licensed for Cosmetology by the State of California. This course is an introduction to curly hair care. Students will learn thermal hair straightening techniques using the basic manipulative skills and proper application of thermal hair processing on curly and excessively curly hair.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Standard Cosmetology Text, Milady's Publishing 2012
2.	Standard Cosmetology Theory Workbook, Milady's Publishing 2012
3.	Standard Cosmetology Practical Workbook, Milady's Publishing 2012

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Perform scalp manipulation techniques for shampooing.
2.	Apply blow dry techniques.
3.	Perform pressing techniques including soft, medium and hard press.
4.	Perform curling iron hair techniques including on base, half off base, off base and over directed
5.	Perform basic shaping of curly hair.

IV. Methods of Presentation:

Demonstration
Video
Hand outs
Lecture
Guest artist

V. Course Content:

% of course	Topic
10 %	Draping and shampooing.
20 %	Blow drying techniques on curly hair.

20 %	Pressing techniques.
20 %	Curling iron techniques for curly hair.
10 %	Haircutting on super curly hair.
10%	Bacteriology, sterilization, and sanitation.
10 %	Cosmetology chemistry.

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

% of grade	Evaluation Method
20%	Participation
20%	Midterm written
20 %	Final practical
20 %	Final written
20 %	Assignments

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

1.	Answer all questions in chapter 17 in Milady's Practical Work book.
2.	Create picture book of styles for different shaped faces, including short, medium, and long hair. For curly hair.
3.	Design and demonstrate hair styles on curly hair for different shaped faces using corrective methods to creating soft waves around the face to create oval shape.

Course Approval and Data Sheet for: Cosmetology; Curly Hair Styling ,COSM 14A

Is this a New Course, Updated/Revised Course, or Reinstated Course?	**(New) COSM 14A**
If this is a NEW course, anticipated semester and year of first offering:	**Spring 2012**

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

Separating the existing Curly Hair Styling 1 class, currently 8-hours, into two 4-hour sessions, provides a greater benefit to students, allowing instructors to focus on State Board required techniques. It is a challenge for two instructors to collaborate on an 8-hour course to arrive at a final grade for this class. This is due to the complexity of specific techniques learned in one 4-hour session compared to the practical techniques learned in the second 4-hour session. In comparison to the majority of our existing 4-hour classes, students' retention rate is greater due to the centralized focus of specific techniques. Additionally, this provides instructors' with a straight forward method of how to lecture, prepare exams, and grade students based upon those specific techniques.

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

- AA Cosmetology

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

- Cosmetology Certificate of Achievement

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

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

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

Course Load Factor suggested by department: .75
Rationale for the above load factor suggestion: Same as existing courses

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

- Cosmetology

Student / Program / Institutional Learning Outcomes

July 26, 2011
Cosmetology, Curly Hair Styling, COSM 14A

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

1.	Given appropriate tools the student will demonstrate proper sanitation and disinfection techniques.
	As assessed by: In class demonstration according to State Board guidelines

2.	Given a model, students will demonstrate mastery of soft press, medium press and hard pressing of curly hair.
	As assessed by: In class demonstration according to State Board guidelines

3.	Analyze and apply knowledge of scalp manipulations used in shampooing techniques.
	As assessed by: In class demonstration according to State Board guidelines

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

1.	Students will demonstrate curly hair styling in compliance to the state board and perform all procedures to pass the California exam Students will be prepared to pass the State Board exam
2.	Students will demonstrate sanitation and disinfection in compliance to the State Board and perform all procedures to pass the California exam
	Students will be prepared to pass the State Board exam

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

ILO #1	Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will communicate with each client having knowledge of current industry techniques using latest equipment.

ILO#3	Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO #4	Take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Students will utilize good positive work ethics needed for employment and the environment.

S/ILO Committee Use Only	reviewed by:	CKS	9-6-11

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

(COSM 14A)

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**NO**
	If yes, state the recommended prerequisites:	

16.	Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?		**YES**	
	If yes, state the English and/or math level necessary for success:			
	English level recommended:	10 grade	Math level recommended:	10^{th} grade

APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

Cosmetology, Curly Hair Styling , COSM 14A

Department/Area Vote(s):

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

Department Chair(s) Approval:

Department Chair Approval:	Helen LeDonne	Date:	August 3, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes	X	No	
Library has adequate materials to support course?	Yes	X	No	
Librarian Approval:	Carol Womack	Date:	9/7/11	

Approvals:

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

Course Outline of Record

Santa Monica College

Course Outline For
Cosmetology 14B

Course Title:	Curly Hair Techniques 2	**Units:**	0.5
Total Instructional Hours:	36 hours		

Hours per week (full semester equivalent) in Lecture:	0.5	In-Class Lab:	1.5	Arranged:	0

Date Submitted:	September 5, 2011
Date Updated:	September 13, 2011

Prerequisite(s):	none
Skills Advisory:	

I. Catalog Description:

This class is required for all students who wish to be licensed for Cosmetology by the State of California. This course is an introduction to curly hair care. Students will learn chemical and thermal hair straightening, soft perm techniques using the basic manipulative skills and proper application of thermal hair processing, curling, and chemical relaxing for excessively curly hair.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Standard Cosmetology Text, Milady's Publishing 2012
2.	Standard Cosmetology Theory Workbook, Milady's Publishing 2012
3.	Standard Cosmetology Practical Workbook, Milady's Publishing 2012

III. Course Objectives:
Upon completion of the course students will be able to:

1.	Perform soft permanent waving techniques.
2.	Perform chemical hair relaxing.
3.	Perform flat iron techniques on curly hair.
4.	Have an understanding of products used to chemically straighten and curl hair.
5.	Demonstrate the procedures involved in both soft pressing and hard pressing.

IV. Methods of Presentation:

Demonstration
Video
Lecture
Hand outs
Guest artist

V. Course Content:

% of course	Topic
20 %	Soft permanent waving techniques.
20 %	Chemical hair relaxing.

20 %	Flat iron techniques.
20 %	Chemistry of Thio and Sodium Hydroxide products
20%	Bacteriology, sterilization, and sanitation.

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

% of grade	Evaluation Method
20%	Participation
20%	Midterm written
20 %	Final practical
20 % 20 %	Final written Assignments

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

1.	Answer all questions in chapter 17 in Milady's Practical Work book.
2.	Create picture book of curly hair styles for different shaped faces, including short, medium, and long hair.
3.	Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape.

Course Approval and Data Sheet for: Cosmetology; Curly Hair Styling ,COSM 14B

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

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

Separating the existing Hair-styling 3 class, currently 8-hours, into two 4-hour sessions, provides a greater benefit to students, allowing instructors to focus on State Board required techniques. It is a challenge for two instructors to collaborate on an 8-hour course to arrive at a final grade for this class, due to the complexity of specific techniques learned in one 4-hour session compared to the practical techniques learned in the second 4-hour session. In comparison to the majority of our existing 4-hour classes, students' retention rate is greater due to the centralized focus of specific techniques. Additionally, this provides instructors with a straight forward method of how to lecture, prepare exams, and grade students based upon those specific techniques.

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

- AA Cosmetology

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

- Cosmetology Certificate of Achievement

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

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

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

Course Load Factor suggested by department: .75
Rationale for the above load factor suggestion: Same as existing courses.

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

- Cosmetology

Student / Program / Institutional Learning Outcomes

July 26, 2011
Cosmetology, Curly Hair Styling 2, COSM 14B

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

1.	Given appropriate tools the student will demonstrate proper sanitation and disinfection techniques.
	As assessed by: In class demonstration according to State Board guidelines

2.	Given a model, students will demonstrate mastery of chemically straightening and curling hair.
	As assessed by: In class demonstration according to State Board guidelines

3.	Given a model, students will demonstrate the mastery of flat ironing curly hair.
	As assessed by: In class demonstration according to State Board guidelines

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

1.	Students will demonstrate curly hair styling in compliance to the state board and perform all procedures to pass the California exam Students will be prepared to pass the State Board exam
2.	Students will demonstrate sanitation and disinfection in compliance to the State Board and perform all procedures to pass the California exam
	Students will be prepared to pass the State Board exam

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

ILO #1	Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will communicate with each client having knowledge of current industry techniques using latest equipment.

ILO #4	Take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Students will utilize good positive work ethics needed for employment and the environment.

S/ILO Committee Use Only	reviewed by:	CKS	9-6-11

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

COSM 14B

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**NO**
	If yes, state the recommended prerequisites:	

16.	Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?			**YES**
	If yes, state the English and/or math level necessary for success:			
	English level recommended:	10^{th} grade	Math level recommended:	**10^{th} grade**

form modified 03/03/2011

APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

(Cosmetology, Curly Hair Styling , COSM 14B)

Department/Area Vote(s):

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

Department Chair(s) Approval:

Department Chair Approval:	Helen LeDonne	Date:	August 3, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes	X	No	
Library has adequate materials to support course?	Yes	X	No	
Librarian Approval:	Carol Womack	Date:	9/7/11	

Approvals:

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

Course Outline of Record

Santa Monica College

Course Outline For

CS 30

Course Title:	MATLAB Programming			**Units:**	3
Total Instructional Hours: (usually 18 per unit)	54				
Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab:	0	Arranged:	0

Date Submitted:	August 24, 2011
Date Updated:	September 13, 2011

Transfer:	UC pending, CSU

Prerequisite(s):	Math 20

I. Catalog Description:

MATLAB is a scientific computing tool for data modeling and analysis, image processing, and other data intensive applications. This class is designed for science major students. It covers the basics of programming using MATLAB and uses numerical methods as an application to help students learn how to accelerate simple and complex numerical data modeling and analyses.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Getting Started With MATLAB: An introduction for Scientists and Engineers . Rudra Pratap. Oxford University Press. 2009. ISBN13: 9780199731244
2.	An Introduction to Problem Solving with MATLAB v.7. Second Edition. Jon Sticklen and M. Taner Eskil. Oxford University Press. 2006 ISBN13: 9780199767816
3.	MATLAB Programming. WIKIBOOKS. http://en.wikibooks.org/wiki/MATLAB_Programming

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Understand and use the basic operations of MATLAB
2.	Model data and perform numerical analysis using MATLAB
3.	Use MATLAB to draw 2-D and 3-D graphs.

IV. Methods of Presentation:

Lectures will be used to present theory and concepts. In some cases animated Powerpoint slides may be used to supplement lectures. Sample codes extensions will be used to explain how to apply problem solving techniques from simple to more complex problems. Feedback on assignments will provide important learning tips along with class discussions. Quizzes will verify the students' understanding of the theory while assignments will help students build up their knowledge and practice of writing code to model and analyze data.

V. Course Content:

% of course	Topic
10%	Basic operation of the software
25%	Working with Numbers, Arrays, Matrices and Vectors
5%	Creating and using Functions
5%	Writing scripts

25%	Mathematical Applications
25%	Graphics: 2-D and 3-D
5%	Handling errors

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

% of grade	Evaluation Method
20%	10-12 assignments
20%	5-6 quizzes
30%	3 midterms
30%	Final exam

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

1.	Design and write code to implement the function $x^2 + 3$ and plot the data for a range when graph changes slope.
2.	Design and plot a filter to remove noise from a function. Show the function definition and the filter frequencies range.

Course Approval and Data Sheet for: CS 30

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

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

New course required by NASA CIPAIR grant. Additionally, course has been recommend by Advisory Board members for several years. Course will be essential for students completing any NASA and other science based internships.

Should this course be **transferable to the CSU?**	**Yes**
Should this course be **transferable to the UC?**	**Yes**

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

- UC Campus: UC Davis
- UC Course Number: ECS 130
- UC Course Title: Scientific Computation

or

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

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

- How many times should this course be repeatable? **0**

Course Load Factor suggested by department: 1
Rationale for the above load factor suggestion: Same as existing courses.

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

- Computer Science

Student / Program / Institutional Learning Outcomes

September 2011
CS 30

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

1.	Students use the MATLAB language to model data from different scientific fields.
	As assessed by: quizzes, assignments and tests.

2	Students can map problems into logical entities to be mapped into programs
	As assessed by: quizzes, assignments and tests.

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

1.	Manage projects, analyze systems, develop software, program in a variety of computer languages, author Web pages, and develop Web applications. In this course, students need to analyze then translate problems from scientific and English languages into logical entities then create solutions using code. As assessed by: lab assignments, and exams.
2.	Create and manipulate data structures and databases. In the MATLAB course, students are given large amounts of data that they need to map to solve equations and or create graphs. This data could be in any level of format, from tables to mathematically represented data models. As assessed by: lab assignments, and exams.

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Through their knowledge and experience of mapping data to solve scientific programs, students will have a deeper understanding of the different science fields sparking their interest in obtaining undergraduate and post graduate degrees. Professional students taking this course will be able to find solutions to problems with more speed and efficiency.

ILO #2	obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
	MATLAB is a language aimed for use by scientist to solve problems, prove theorems, project data outcomes, and model otherwise theoretical situations. It allows scientists to communicate and impose confidence in ideas, data and models.

S/ILO Committee Use Only	reviewed by:	CKS	9/13/11

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

CS 30

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**YES**
	If yes, state the recommended prerequisites:	**Math 20**

16.	Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?			**YES**
	If yes, state the English and/or math level necessary for success:			
	English level recommended:		Math level recommended:	**20**

APPROVALS PAGE

CS 30

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	12	0	0	8/24/11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair(s) Approval:

Department Chair Approval:	Fariba Bolandhemat	Date:	Aug 30, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Librarian Approval:	Carol Womack	Date:	9/14/11

Approvals:

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

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

CS 30

Prerequisite: Math 20 Intermediate Algebra

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

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

X	Type 1:	Standard Prerequisite
	Type 2:	Sequential within and across disciplines
	Type 3:	Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4:	Program prerequisites
	Type 5:	Health and Safety
	Type 6:	Recency and other measures of readiness (miscellaneous)

SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

TYPE 1, STANDARD PREREQUISITE: So as to demonstrate that the prerequisite is customary and reasonable, identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite.

UC Davis: ECS 130 Scientific Computation: prerequisite of Math 22A or 67 – Linear Algebra

UCSB: CMPSC 111 Intro to Computational Science: prerequisite of Math 5B – Vector Calculus with Applications.

UC Santa Cruz: CMPS 60M Scientific Computation with MATLAB: Prerequisite of Math 19 Calculus for Science, Engineering and Mathematics.

Prerequisite Worksheet

ENTRANCE SKILLS FOR (CS 30)

A)	Graph circles and parabolas using horizontal and vertical translation
B)	Evaluate simple expressions involving summation notation
C)	Set up and solve practical applications of the algebraic material

EXIT SKILLS FOR (Math 20)

1.	Graph circles and parabolas using horizontal and vertical translation
2.	Evaluate simple expressions involving summation notation
3.	Set up and solve practical applications of the algebraic material

		ENTRANCE SKILLS FOR (CS 30)									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR (Math 20)	1	X									
	2		X								
	3			X							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

DISTANCE EDUCATION APPLICATION (CS30)

Instructor preparing this document:	Fariba Bolandhemat
First semester course to be offered	Spring 2012

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.
This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:

_X_ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
_X_ Adequate technology resources exist to support this course/section.
_X_ Library resources are accessible to students.
_X_ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
_X_ Adequately fulfills "effective contact between faculty member and student" required by Title 5.
_X_ Will not affect existing or potential articulation with other colleges.
_X_ Special needs (i.e., texts, materials, etc.) are reasonable.
_X_ Complies with current access guidelines for students with disabilities.
Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in

implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote	12	0	0	0

Approvals:

Department Chair: Fariba Bolandhemat	Date: 9/12/11
Librarian: Carol Womack	Date: 9/12/11
Web Accessibility Specialist: Ellen Cutler	Date: 9/12/11
Curriculum Committee Chair:	Date:
Academic Senate President:	Date:
Chief Instructional Officer:	Date:

GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

Contact/Interaction Guidelines and Best Practices:
To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor shouldregularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction:Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction:Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:	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.
1b. Interactions: Describe the nature and expected frequency of student-student interactions:	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
1c. Interactions: Describe the nature and expected frequency of student-content interactions:	Students will engage with the content regularly throughout the course. Each unit will include practice quizzes, sample code and online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes provide immediate feedback to support different student learning styles.

1d. Interactions:		
Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Threaded discussion will be used to answer question, respond to comments, and provide clarification on unit's content.	30%
Exams	Students get individualized feedback on overall exam grade along with the recommended path of study / topics to focus on for improved performance.	10%
Written assignments	Students get individualized feedback on their analysis to improve performance and/or improve code efficiency.	40%
Other (describe)	Email: students email the instructor for extra questions.	20%

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

2. Instruction: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)	On a weekly basis there will be unit for each major topic. The units will contain a main page with general info about the topic, and its sub topics. Animated PowerPoint slides, Discussions, a test quiz and a mock quiz will be used. For topics that require extra explanations, a 3-4 minute video will be added. To ensure student participation there will be open discussion questions that students must respond to requiring them to read each other posts as well as the instructor's posts. Additional resources will be listed for students interested in getting a deeper understanding of the topic.

Assessment Best Practices:
Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment method
5%	Threaded Discussion	Evaluation of students response that addresses the question that instructor posts under each unit.
20%	Assignments	sample assignments: 1. Design and write code to implement the function x2 + 3 and plot the date for a range when graph changes slope. 2. Design and plot a filter to remove noise from a function. Show the function definition and the filter frequencies range.
20%	Quizzes	Quizzes from lecture topics
25%	Midterm	2 midterm exams
30%	Final exam	Final exam

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)	Use of a online course delivery tool such as eCollege is required. An instructor needs to know how to upload course content as well as how to use the tool to conduct the course.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)	Students will need links to the online course delivery Tech Support team. General links such as counseling, FA, and others that are not necessary related to the course or the online delivery and should be limited to the school's website. In online courses, students deal with many resources and

	adding more links makes it more difficult for them to cover all the course content.

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: Describe 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.)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 content will be available in written text which could be read by text reading software. Any sound used in the PowerPoint slides or videos will be available as text transcripts

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.)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.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.).
Using the threaded discussions students will comment on the problems they faced during the installation and configuration process of the compiler tool. This will help them learn about troubleshooting problems which is a necessary part of knowing how to use the MATLAB tool.

Santa Monica College

Course Outline For
COMPUTER SCIENCE 53A

Course Title: iOS Development with Objective-C Units: 3
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in Lecture: 3 In-Class Lab: 0 Arranged: 0

Date Submitted: August 2011
Date Updated: August 2011

Transfer: B. Transfers to CSU

Prerequisite(s): CS 50

I. Catalog Description

Objective-C is an object-oriented language designed for iOS, Apple's advanced mobile platform. In this course, students will understand the syntax and semantics of Objective-C, be able to apply fundamental principles of top-down algorithmic design to solve computer problems, and learn how to code, test and debug programs in this language using the XCode, the Apple integrated development environment. NOTE: Students will need access to Intel-based Mac computers, but do not need to have a mobile device such as an iPad or IPhone. Students will be provided XCode to download, if needed.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Objective-C : Visual QuickStart Guide , Holzner, Steven , Peachpit Press © 2010 , ISBN: 978-0321-699-
2. Objective-C Phrasebook , Chisnal, David , Addison-Wesley © 2011 , ISBN: 978-0321-0743
3. Programming in Objective-C , Kochan, Stephen G. , Addison-Wesley © 2010 , ISBN: 978-0321-566-
4. XCode. Apple, 3 or higher ed.
   Apple's programming development environment.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Design and create applications using the Objective-C programming language
2. Describe and practice using a integrated development environment
3. Apply the Objective-C programming language to solve specific programming problems
4. Plan, create and use functions, procedures and subroutines.
5. Use UML modeling when defining and implementing classes
6. Apply object-orientation principles and design techniques in solving specific programming problems

IV. Methods of Presentation:

Discussion , Lecture, Other Methods: PowerPoint demonstrations may be used to supplement lectures. Examples of problems and programming solutions will be provided with feedback when appropriate. Class discussions may be used to assess, clarify, and enhance student understanding. Lectures and discussions will focus on solving related problems from original statement to solution, demonstrate and analyze existing problem solutions through flowcharting and tracing, and discuss the strengths and weaknesses of different algorithms. Assignments and quizzes will be explained via presentation and clarified by email and one-on-one discussion as needed.

V. Course Content

% of course	Topic
10%	Structure of an Objective-C Program
10%	Working with XCode and GDB
10%	Variables, Input and Output Operations
10%	Flow of Control, Looping Structures
10%	Arrays
10%	Functions and Parameter Passing
10%	Object Orientation : Working with Classes and Objects
10%	Exception Handling
10%	Pointers and Memory Management
10%	Inheritance and Polymorphism
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

Percentage	Evaluation Method
20 %	Final exam - Final Exam
40 %	Home Work - 10 Programming Assignments
20 %	Midterm exams - Midterm Exam
20 %	Projects - Final Project
100 %	Total

VII. Sample Assignments:

1. Create an Objective-C application that determines someone's horoscope and cusp sign, if applicable, based on their entered birthday.
2. Create an Objective-C application that calculates the cost of student fees for a semester attending Santa Monica College. The program shall prompt the user for their residency status, the number of units enrolled and their choice of various optional fees including the AS sticker and Parking permit fees. The program will calculate and display the total cost for the semester.

Course Approval and Data Sheet for: CS 53A

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

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

The Computer Science program needs to stay current with technology trends. Mobile devices such as smart phones and tablets are the new platform for computing and iOS is Apple's platform for mobile devices. Our 2010 Computer Science Advisory Board recommended development of courses and a certificate in mobile and other smart devices.

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

- **Mobile Apps Development (forthcoming)**

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

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

- How many times should this course be repeatable? **0**

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion:

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

- Computer Science

Student / Program / Institutional Learning Outcomes

9/13/11
CS 53A

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

1.	Upon completion of this course, students will be able to design and develop programs using Objective-C.
	As assessed by: Lab assignments, tests and a final project

2.	Upon completion of this course, students will be able to utilize object-oriented design techniques to solve programming problems.
	As assessed by: Lab assignments, tests and a final project

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

1.	Manage projects, analyze systems, develop software, program in a variety of computer languages, author Web pages, and develop Web applications.
	In this course, students develop software using Objective-C and the MacOS tools and development environment.
2.	Create and manipulate data structures and databases.
	In this course, students create and manipulate different structures and databases provided by the iOS software framework.

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

ILO #2	obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
	In this course, students acquire the skills and knowledge necessary to do software development, the essence of which is problem solving.

S/ILO Committee Use Only	reviewed by:	CKS	9/13/11

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

CS 53A

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**YES**
	If yes, state the recommended prerequisites:	**CS 50**

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

APPROVALS PAGE

CS 53A

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
CSIS	12	0	0	8/24/11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Fariba Bolandhemat	Date:	8/30/11
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes	X	No	
Library has adequate materials to support course?	Yes	X	No	
Librarian Approval:	Carol Womack	Date:	9/13/11		

Approvals:

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

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

CS 53A
Prerequisite: CS 50: C Programming

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

X	Type 1:	Standard Prerequisite
	Type 2:	Sequential within and across disciplines
	Type 3:	Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4:	Program prerequisites
	Type 5:	Health and Safety
	Type 6:	Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR (CS 53A)

A)	Ability to write elementary computer programs in the C programming language
B)	Ability to compile, test and debug C programs
C)	Ability to use standard programming development tools such as a code editor and debugger

EXIT SKILLS FOR (CS 50)

1.	Ability to write elementary computer programs in the C programming language
2.	Ability to compile, test and debug C programs
3.	Ability to use standard programming development tools such as a code editor and debugger

		ENTRANCE SKILLS FOR (CS 53A)									
EXIT SKILLS FOR (CS 50)		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

form modified 02/04/2011

DISTANCE EDUCATION APPLICATION (CS 53A)

Instructor preparing this document:	Fariba Bolandhemat
First semester course to be offered	Spring 2012

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

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

Additional considerations for all distance education courses:
X Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
X Adequate technology resources exist to support this course/section.
X Library resources are accessible to students.
X Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
X Adequately fulfills "effective contact between faculty member and student" required by Title 5.
X Will not affect existing or potential articulation with other colleges.
X Special needs (i.e., texts, materials, etc.) are reasonable.
X Complies with current access guidelines for students with disabilities.
Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote	12	0	0	

Approvals:

Department Chair: Fariba Bolandhemat	Date: 9/12/11
Librarian: Carol Womack	Date: 9/12/11
Web Accessibility Specialist: Ellen Cutler	Date: 9/12/11
Curriculum Committee Chair:	Date:
Academic Senate President:	Date:
Chief Instructional Officer:	Date:

GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor shouldregularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction:Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction:Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:	**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.**
1b. Interactions: Describe the nature and expected frequency of student-student interactions:	**Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.**
1c. Interactions: Describe the nature and expected frequency of student-content interactions:	**Students will engage with the content regularly throughout the course. Each unit will include practice quizzes, sample code and online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes provide immediate feedback to support different student learning styles.**

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussion of current course content issues	10%
Online Lecture	Unit presentations: both static and interactive presentations.	15%
Videos	Instructional videos or Captivate session steamed online	20%
Exams	Examinations	25%
Written assignments	Programming assignments using software development tools	25%
Other (describe)	Practice Quizzes - pre- and post- chapter exams	5%

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

2. Instruction: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)	**The course will be divided into units that coincide with those concepts and objectives described in the course outline. The course includes information, learning, and communication/collaboration features that coincide with student learning outcomes specified in the course outline.**

Assessment Best Practices:
Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grad	Activity	Assessment method
10%	Threaded Discussions	0 points - No answer to question(s) or 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 such as typos, spelling or grammar are a barrier to understanding; 20 points - Clear answer to discussion question(s) but no supporting content from the textbook is provided; 25 points - Clear, organized, and thorough answer to discussion question(s); specific material and concepts from the textbook support the answer; response meets or exceeds stated length requirement
30%	Programming Projects	0 points - No answer to question(s) or wrong program supplied; 10 points - An attempt was made, but there are many bugs and errors that prevent successful execution; 15 points - Response does not fully address the stated programming requirements and demonstrate various conceptual misunderstandings; 20 points - Clear and successful solution to the programming problem but style, documentation and approach could be further refined and/or improved; 25 points - Clear, organized, and thorough solution to the programming problem following all coding and documentation style practices
20%	Midterm Exam	Midterm Exam
20%	Final Exam	One final exam
20	Final Project	One final project

Technology:
Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Student Support:
All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

5. Student Support: Describe any student support services one might want or need to	**No additional student services are expected to be necessary.**

integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)	

Accessibility:
All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: Describe 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.)Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.	**Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.**

Online Strategies:
Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.)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.Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).	**1. Create an Objective-C application that determines someone's horoscope and cusp sign, if applicable, based on their entered birthday.** **2. Create an Objective-C application that calculates the cost of student fees for a semester attending Santa Monica College. The program shall prompt the user for their residency status, the number of units enrolled and their choice of various optional fees including the AS sticker and Parking permit fees. The program will calculate and display the total cost for the semester.**

Course Outline of Record

Santa Monica College

Course Outline For
Photo 30

Course Title:	Introduction: Techniques of Lighting			**Units:**	4
Total Instructional Hours: (usually 18 per unit)	**144**				
Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab:	**6**	Arranged:	**(hours)**

Date Submitted:	September 2011
Date Updated:	September 3, 2011

Prerequisite(s):	Photo 5, Fundamental Photo Digital Printing, Con-current enrollment is allowed
Skills Advisory:	none

I. Catalog Description:

In this class students will acquire a solid foundation in lighting tools and the practical application of lighting. Students will learn the proper selection and effective use of a light source whether photographing a portrait, a still life or any type of location photography.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Artificial Lighting for Photography, Joy McKenzie & Daniel Overturf, 2010. ISBN: 978-1-4283-1804-5
2.	Light: Science & Magic, 3rd Edition, Hunter and Fuqua, Focal Press, 2007. ISBN: 978-0-240-80819-2

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment in the production of a commercial photographic image.
2.	Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
3.	Demonstrate knowledge in camera and computer requirements for image production within a studio environment by shooting tethered to a computer and to media only.
4.	Demonstrate basic skills and knowledge in controlling natural lighting situations, using small flash as main and fill lights, as well as strobe and large tungsten lighting equipment in the studio environment.
5.	Create 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.

IV. Methods of Presentation:

Course material will be presented in lecture, by PowerPoint, by in-class and studio demonstrations with the digital camera and lighting equipment needed for each shooting assignment. The students will also be required to produce images to demonstrate understanding of the various concepts through larger photographic projects and small in-class produced projects. Students will also utilize online resources to supplement textbooks, lectures and photographic projects. In-class critiques, along with class discussions, will aid the attainment of each project's goal. Actual examples will be discussed in class by deconstructing the camera techniques and lighting utilized in a printed advertisement as means to illustrate each assignment's goal and relevance to this class and project.

V. Course Content:

% of course	Topic
5%	Introduction to class, obligations, expectations for the class and overview of information to be covered. Introduction to the studio, grip equipment, organization and storage, and facilities usage policies.
5%	Intro to Light: Direction, Controlling Color, Contrast, Intensity, Distance, Quality, Transmission, Diffusion, Refraction. Tungsten lights (lecture & in-studio demonstration)
2.5%	Metering: incident, reflective, controlling dynamic range, main light, fill light, background light and accent light. (lecture & in-studio demonstration) Create a grip equipment check-off list for location
7.5%	Lighting for shape and form. (lecture & in-studio demonstration)
7.5%	Lighting for texture. (lecture & in-studio demonstration)
7.5%	Lighting for metal. (lecture & in-studio demonstration)
	Strobe lighting: sync, duration, remote trigger, softbox, umbrellas, scrims, grids, tents. (lecture & in-studio demonstration)
7.5%	Differences and similarities between tungsten (continuous) light and studio strobe (burst) light. (lecture & in-studio demonstration)
7.5%	Lighting people – Rembrandt, Paramount, High key, Low key, Mid key (lecture & in-studio demonstration)
	Speed lights (on-camera flash), using single unit, multiple units, in studio and on location. (lecture & in-studio demonstration)
7.5%	Location: exterior architectural photography. (lecture & demonstration)
7.5%	Location: product/still life in a natural setting (lecture & demonstration
7.5%	Lighting for glass in studio. (lecture & in-studio demonstration)
7.5%	Lighting in-studio for: Advertising, Product, Still life, Editorial, Fashion and Portraits / still life assignment. (lecture & in-studio demonstration)
20%	Final Project: Portraiture: lighting for high and low key (white clothing on white background & black clothing on black background) (lecture & in-studio demonstration)

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

% of grade	Evaluation Method
68%	9 photographic production projects (7.5% each)
20%	1 larger final photographic production project
5%	Participation
7%	Written Final Exam

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

1. **Assignment: Light Modifiers**

Objective

For this assignment you will be photographing for the first time in the studio using the various light modifiers we have available to us. Your goal is to compare each source's quality of light, how it describes facial features, emphasizes form, dimensionality and texture, and creates mood in portraiture.

Requirements

• Photograph a minimum of 50 (minimum of 250 total) frames using each of the following:
- Umbrella
- Soft Box

- Beauty Dish
- Foam Core Bounce
- 7" grid

• Shoot digitally
• You may photograph a classmate, friend, or acquaintance for this assignment
• Use only ONE light at a time
• NO POST PRODUCTION (cropping, exposure adjustments, etc.)

What you'll be turning in

ONE PRINT from each light modifier, approx. 8X10 in size (5 total)
All of your digital files in JPEG format, properly named and organized into subfolders according to light modifier, and copied onto a jump drive.
Name your folders and files as follows:
FOLDER: A02_yourlastname_initial
IMAGES: A02_yourlastname_initial_modifiers_001
Lighting diagram for each setup
Data Information Sheet for each shoot

2.

Assignment: Prop House

If you produce a project that shows every aspect of the technical side, performed perfectly, you have completed the minimum requirements for these projects. Minimum requirements, beautifully done, with no problem areas, earn you a C. To earn a higher grade you must also excel at the conceptual, the visual and the story-telling aspects of your images.

You are to rent a prop, and build a photograph around it. The number of items to be used in your image cannot exceed 5, including the rented prop. The background or surface you shoot on does not count toward the 5 items. The intent of this photograph is not necessarily to sell anything, but it could. You may approach this image in one of two ways:

- Walk around a prop house until you see something that strikes your imagination, and build an idea around it, or,
- Create the concept first, and then find the perfect item at the prop house.
- Either way, you will need to find up to 4 additional objects to complete the photograph.

Arrange the objects in a dynamic composition with a strong visual focus. The lighting should create an environment that complements your subjects.

- Everything must be in focus.
- Turn in a photocopy of the receipt from the prop rental.

Try one or more of these prop houses listed below, or consult the LA 411 directory, or look in the yellow pages, or use the internet.

Prop Services West 4625 Crenshaw Blvd, LA323.290.2600 / 323.461.3371 www.pswprophouse.com	Hand Prop Room 5700 Venice Blvd, LA 323.931.1534	Ob•jects 3650 Holdrege Ave. LA, 90016 310.839.6363 www.ob-jects.com
Omega/Cinema Props 1, 2, 3, 4 5857 Santa Monica Blvd, LA 323.466.8201 each location has different items	Lennie Marvin Enterprises, Inc 3110 Winona Ave Burbank, CA 91504 818.841.2896 www.propheaven.com	Dapper Cadaver 7572 San Fernando Rd. Sun Valley, CA 91352 818.771.0818 www.dappercadaver.com

Items to be Submitted:

- 2 unaltered or un-retouched files: 1 RAW & 1 JPG.
- Files properly named
- Lighting diagram
- Metering and exposure log
- Everything properly labeled in an envelope.
- All materials presented in a CLEAN 10x13 manila or white envelope with Name, Date, Project and Class clearly printed on the front, upper left-hand corner.

Course Approval and Data Sheet for: Photo 30

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

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

This new lighting class is intended to replace and update our current Photo 3 class. This new lighting class is intended to be broader in scope, applicable to more genres of photography, and will be the prerequisite to additional future curriculum changes. In this class, we are taking the basic lighting principles from Photo 3 and 4, and one piece from Photo 6, and combining them into this single class.

The information that will be presented in this new class is currently being taught partially and separately in Photo 3, 3A/B, 4 and 6. We are re-teaching the basic studio terms and operational policies, equipment handling issues, meter usage and overlapping basic lighting theory in each of these classes. The department wishes to eliminate the redundancy, which saves time in each of the lighting classes. This class will also work to standardize these issues.

It is the opinion of the Photography Department faculty that if all students entering into a specific portrait or product lighting class already have these basic lighting skills, then in our planned revisions of Photo 3 and 4 we will be able to spend more time teaching the stylistic aspects of portraiture and product photography.

This new class will better present each of the light sources in a very direct, side-by-side manner that is not currently capitalized upon in our current lighting classes. At the end of this class students could possibly be hired as photographers' assistants, because they have been become familiar with the various types of lighting equipment, meters, the studio environment, and photographic location production.

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

- Photography

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

- Photography

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

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

- How many times should this course be repeatable? **0**

Course Load Factor suggested by department: **(insert load factor here)**
Rationale for the above load factor suggestion:
Appropriate Minimum Qualifications for faculty teaching this course: (Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)

Photographic Technology/ Commercial Photography: Master degree not required

Student / Program / Institutional Learning Outcomes

September 3, 2011
Photo 30

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

1.	Demonstrate understanding and skills in proper handling, use of and safety considerations, pertaining to the most common studio equipment and terminology used by professionals in the photographic industry.
	As assessed by: Throughout the semester, students will be taught to use various types of professional lighting and studio equipment effectively, safely and efficiently. Students will be required to use all of the equipment they are exposed to in various assignments throughout the semester. The final exam will include studio vocabulary, terminology, equipment identification, and safety procedures for handling high powered and expensive photographic gear.

2.	Demonstrate 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.
	As assessed by: Submission of a production project. Each new shooting project builds from the previous. As the students progress through the semester they will be given challenges in lighting objects, people, and environments. Part of this process is for students to take lecture information and assigned reading material and problem-solve to correctly light a given subject.

3.	Learn how 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.
	As assessed by: In three production projects, students will use a battery-powered electronic flash on location to overpower the sun. They will also use the electronic flash to light their subjects while dragging the shutter to match the ambient exposure.

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

1.	Students will analyze and assess photographic situations and solve technical problems (lighting, equipment choices and operations, possibilities and limitations imposed by physical locations) and creative challenges (illustrative, conceptual) as they arise in a photographic production.
	In this course, students will be challenged through a variety of photographic projects that require them to analyze and problem-solve lighting challenges, apply correct metering techniques for each lighting situation, and produce compelling images that are capable of holding a viewer's interest.

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	The photography studio is an intimidating place for the newcomer, but mastering all its basic tools is a necessity for a career in commercial photography. Students completing these learning objectives will have greater self-confidence insofar as they will be capable of creating photographs that are technically challenging and commercially marketable. This confidence will lead them to grow intellectually, professionally, and artistically.

ILO #2	obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
	The student completing this lighting class will have acquired the necessary skills to solve lighting issues for products and people, in-studio or on location. Photography has grown in its usage across every media device ever created. The student photographer is being told that their imagery has to have a voice, a message, a story. In today's culture motion is required, but the still image has to be compelling to view on a smart phone. Photographers do not work alone. We communicate, work collaboratively with other disciplines to create the "perfect" image for the project. This class begins the whole process through understanding and controlling light.

S/ILO Committee Use Only	reviewed by:	CKS	9/2/11

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

Photo 30

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**YES**
	If yes, state the recommended prerequisites:	**Photo 5**

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

FORM 5: APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

(Photo 30)

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area - Photo	4	0	0	September 5, 2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair(s) Approval:

Department Chair Approval:	Robert Larry Jones	Date:	September 3, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Librarian Approval:	Carol Womack	Date:	9/13/2011

Approvals:

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

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

Photo 30

Prerequisite: Photo 5 ; Fundamental Photo Digital Printing, or concurrent enrollment is allowed.
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

X	Type 1:	Standard Prerequisite
	Type 2:	Sequential within and across disciplines
	Type 3:	Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4:	Program prerequisites
	Type 5:	Health and Safety
	Type 6:	Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR Photo 30

A)	Lightroom – Library Module
B)	DSLR advantages / disadvantages
C)	Computer hardware, hard drives, memory, monitors, printers, monitor calibration methods and why they are important.
D)	DNG vs RAW vs JPEG
E)	Basic Adobe Camera Raw calibration for HSL settings, Sharpness, Chromatic Aberration, Noise Reduction. How to set camera's parameters when shooting JPEG to match RAW processing settings.
F)	Understand concept "exposing for middle gray, develop for the highlights and shadows" The characteristic curve Speed point & ISO
G)	Use light meters and the 18% reflectance standard gray card - Specific tonal value placement relative to 18% target
H)	list specific entrance skill here
I)	list specific entrance skill here
J)	list specific entrance skill here

EXIT SKILLS FOR Photo 5

1.	Lightroom – Library Module
2.	DSLR advantages / disadvantages
3.	Computer hardware, hard drives, memory, monitors, printers, monitor calibration methods and why they are important.
4.	DNG vs RAW vs JPEG
5.	Basic Adobe Camera Raw calibration for HSL settings, Sharpness, Chromatic Aberration, Noise Reduction. How to set camera's parameters when shooting JPEG to match RAW processing settings.
6.	Understand concept "exposing for middle gray, develop for the highlights and shadows" The characteristic curve Speed point & ISO
7.	Use light meters and the 18% reflectance standard gray card - Specific tonal value placement relative to 18% target
8.	list specific entrance skill here
9.	list specific entrance skill here
10.	list specific entrance skill here

	ENTRANCE SKILLS FOR (course in question)										
EXIT SKILLS FOR (previous level course)		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8										
	9										
	10										

form modified 03/03/2011