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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, November 2, 2011 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Interested Parties:

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

Ex-Officio Members:

Janet Harclerode Harrison Wills

A G E N D A

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

I. Call to order

II. Public Comments*

III. Approval of Minutes……..……..…..……..2

IV. Chair's report
- CurricUNET Workflow

V. New courses – credit:
1. Astronomy 6: Archaeoastronomy……..……..5
2. CS 53B: iOS Mobile App Development……..……..……..19
3. CS 53C: iOS Advanced Mobile App Development……..…..……28

VI. Distance Education:
5. CS 53B: iOS Mobile App Development……..….....21
6. CS 53C: iOS Advanced Mobile App Development……..…..…30

VII. Global Citizenship:
7. Astronomy 6: Archaeoastronomy……16

VIII. Degrees & Certificates:
8. Associate in Arts for Transfer – Art History (AA-T Art History)……..……..….37

IX. 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.

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

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CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, October 19, 2011 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

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

Members Absent:

Aileen Huang	Narhyn Johnson	Eric Minzenberg

Others Present:

Fariba Bolandhemat	Jinan Darwiche	Valerie Narey	Junell Williams *(student)*

M I N U T E S

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

II. Public Comments:
None

III. Approval of Minutes:
The minutes of October 5, 2011 were approved as presented.

IV. Chair's report:

- The Chair announced the following UC-Transferability Decisions: (OSCAR Cycle 2011)

Course Name	***Course Title***	***UC TCA Decision***
ENVRN 20	Environmental Ethics	Approved
FILM 33	Directing the Short Film	Approved
POL SC 31	Introduction to Public Policy	Approved
POL SC 95	Public Policy--Experiential Learning	Denied
PRO CR 7	Coaching Soccer	Approved
PRO CR 8	Coaching of Basketball	Approved
PRO CR 9	Coaching of Volleyball	Approved
SPEECH 2	Persuasion	Approved

- The Chair presented a CurricUNET workflow for the approval of a new course, and asked for input from the Committee members. Workflows for other curriculum processes (course updates, new program) will be discussed at future meetings.

**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.*

- Randal Lawson presented a report on the status of the AA-T Sociology degree, which is being held at the Chancellor's office. Currently, degrees that follow the TMCs are being approved. SMC has one degree which follows the TMCs, to be submitted in the near future: AA-T Art History. It was also suggested that we submit an AA-T in History, following the TMC.

V. Information Items:

(course updates)

1. Accounting 31A: Excel for Accounting (distance ed revision)
2. Accounting 31B: Advanced Excel for Accounting (distance ed revision)
3. ESL16A The Noun System And Articles
4. ESL16B Verb Tenses: Forms and Use
5. ESL20A Advanced Grammar Workshop 1
6. ESL20B Advanced Grammar Workshop 2
7. ESL23 Academic Reading and Study Skills
8. ESL25 Composition Fundamentals Review
9. ESL28 Academic Vocabulary Skills
10. History 1: History of Western Civilization I
11. History 2: History of Western Civilization II
12. History 3: British Civilization I
13. History 4: British Civilization II
14. History 5: History of Latin America I
15. History 6: History of Latin America II
16. History 10: Ethnicity and American Culture
17. History 11: The United States through Reconstruction
18. History 12: The United States since Reconstruction
19. History 24: History of East Asia to 1600
20. History 25: History of East Asia since 1600
21. History 33: World Civilizations I
22. History 34: World Civilizations II
23. History 38: History of Africa to 1900
24. History 39: History of Africa from 1900

VI. New courses – credit:

a. Cosmetology 46: Nail Care 4/Manicuring 4 – presented by Helen LeDonne.
Estela Narrie moved to approve Cosmetology 46 with the following changes:

- Change course status on Course Approval and Data Sheet (CADS) to "New."
- Minor grammatical revisions under rationale for new course (CADS).

Approval of course

Motion made by: Estela Narrie **Seconded by:** Emily Lodmer
The motion passed unanimously.

Approval of prerequisite (COSM 36)

Motion made by: Estela Narrie **Seconded by:** Emily Lodmer
The motion passed unanimously.

b. CS 30: MATLAB Programming – presented by Jinan Darwiche.
Marco Vivero moved to approve CS 30 with the following changes:

- Comparable lower division course offered at Ohlone College to be changed to "Math 111: Introduction to MATLAB" (CADS)

Approval of course

Motion made by: Marco Vivero **Seconded by:** Randal Lawson
The motion passed unanimously.

Approval of prerequisite (Math 7)

Motion made by: Julie Yarrish **Seconded by:** Helen LeDonne
The motion passed unanimously.

c. Medical Laboratory Technician 5: Clinical Practicum – presented by Valerie Narey.
Julie Yarrish moved to approve MLT 5 with the following changes:

- Under the second bullet point, IV. Methods of Presentation; replace phrase "The paperwork should.." with "The paperwork will.."

Approval of course

Motion made by: Julie Yarrish **Seconded by:** Helen LeDonne
The motion passed unanimously.

Approval of prerequisite (MLT 1, 2, 3, 4)

Motion made by: Julie Yarrish **Seconded by:** Helen LeDonne
The motion passed unanimously.

VII. Distance Education:

d. CS 30: MATLAB Programming

Motion made by: Marco Vivero **Seconded by:** Randal Lawson
The motion passed unanimously.

VIII. Adjournment:

The meeting was adjourned at 4:25 p.m.

The next meeting of the Curriculum Committee will be held on Wednesday, November 2, 2011 at Drescher Hall – Loft (300-E).

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
GL/gs

Course Outline of Record

Santa Monica College

Course Outline For

Astronomy 6: Archaeoastronomy

Course Title:	Archaeoastronomy			**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:	September 26, 2011
Date Updated:	October 26, 2011
IGETC Area:	**4A**
CSU GE Area:	**D1**
SMC GE Area:	**IIB ,V**
Transfer:	**UC pending, CSU**
Prerequisite(s):	None.
Skills Advisory:	None.

I. Catalog Description:

This course will stress naked-eye astronomy and the historical development of astronomical thought, from the stone age to modern times. Students will learn about celestial motions and how these motions have shaped various cultural views, and how cultural beliefs and values shaped interpretations of the phenomena seen. We will see how eclipses of the sun and moon helped mark important epochs of time, and how solar and lunar motions were used to help create calendars. The class will study the development of astronomy in western European cultures, American cultures (North America, Mesoamerica, and South America), and non-western cultures (Asia, Africa).

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.	Penprase, B. E. 2010 The Power of Stars: How Celestial Observations Have Shaped Civilization, Springer
2.	Magli, G. 2009 Mysteries and Discoveries of Archaeoastronomy: From Giza to Easter Island, Springer
3.	North,J. 2008 Cosmos: An Illustrated History of Astronomy and Cosmology, Chicago Univ. Press
4.	Kelley,D.H., Milone, E. 2011 Exploring Ancient Skies: A Survey of Ancient and Cultural Astronomy, Springer
5.	Aveni, A. 2009 Archaeoastronomy in the New World: American Primitive Astronomy, Cambridge University Press
6.	Aveni,A. 2008 People and the Sky: Our Ancestors and the Cosmos, Thames and Hudson
7.	Holbrook, J., Medupe, R., Urama, J. 2008 African Cultural Astronomy: Current Archaeoastronomy and Ethnoastronomy Research in Africa, Springer
8.	IAU Symposium 278 2011 Archaeoastronomy and Ethnoastronomy: Building Bridges Between Cultures, Cambridge University Press
9.	Heggie, D.C. 2009 Archaeoastronomy in the Old World, Cambridge University Press
10.	The books below may be older than five years but they are highly cited. Also, Dr. Ed Krupp is a prospective guest lecturer. Krupp, E. C. 2003 Echoes of the Ancient Skies: The Astronomy of Lost Civilizations, Dover

11.	Ruggles, C. 2005 Ancient Astronomy: An Encyclopedia of Cosmologies and Myth, Abc-Clio, Inc.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Evaluate how various cultures explained celestial phenomena (rising and setting of the sun, moon, planets and stars, etc.).
2.	Identify the phases of the moon and the stages of solar and lunar eclipses.
3.	Define the basic principles of celestial navigation.
4.	Describe how the tilt of the planet influences the seasons and rising position of the sun.
5.	Define how ancient cultures visualized the celestial realm.
6.	Describe how the observations of the skies affected the daily lives of ancient peoples.
7.	Compare and contrast the celestial interpretations, knowledge, and cultural astronomical practices of different societies (ethnoastronomy).
8.	Review the ways in which scientists have gathered physical evidence (scrolls, ancient tablets, pictographs, petroglyphs) or studied megalithic and ancient architectural structures to study the ancient astronomical belief systems.
9.	Describe how the scientific method has been used in refuting or substantiating the ancient cosmologies.
10.	Describe how astronomy of today evolved from all of the cultural astronomies of the past.
11.	Describe how the material studied in this course has contemporary significance.

IV. Methods of Presentation:

Lecture, discussion, planetarium visits, films, and oral presentations

V. Course Content:

% of course	Topic
15%	Naked eye astronomy: The celestial sphere, motions of sun, moon and planets.
9%	Seasons, tilt of Earth, life-boat navigation.
9%	Celestial myths of different cultures.
9%	Astronomy in the Americas (North America, Mesoamerica, South America).
9%	African Astronomy.
9%	Mesopotamia Astronomy.
9%	Asian and Oceanian Astronomy (China, Polynesia, etc.).
9%	Western European Astronomy (Greek, Italian, etc.).
7%	Development of the scientific method.
5%	Calendars.
10%	Discuss how this course material has contemporary significance.

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

% of grade	Evaluation Method
45%	Exams (three)
15%	Quizzes (two or three)
20%	Written assignments (two or three)
10%	Film reviews (two or three)
10%	Class presentation (one)

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

1.

Writing Assignment
Celestial Globe Investigation and Internet Assignment

This project is meant to demonstrate one way in which astronomy has influenced the cultures of the world. It will consist of three sections: 1) data collection, 2) internet research, and 3) written report.
You will have two weeks to do this assignment.

The SMC Learning Resource Center (LRC), SCI 245, has two Celestial Globes that can be used by students to investigate celestial motions. Go to the LRC during normal school hours and use one for this assignment.

DATA COLLECTION ----- CELESTIAL GLOBE INVESTIGATION

Using the method taught in the classroom, set the globe up to represent a society living at a latitude of 36 degrees north. Set the date for the summer solstice, June 21. Move the sun, the little movable yellow ball which is seen inside the celestial globe, to the tick mark on the globe's ecliptic path (tick marks with dates etched into globe) which represents June 21st. Now look at the north celestial pole position and how it is oriented to the ring representing the horizon. Picture in your mind where the north, south, west, and east cardinal points are on the horizon ring. Now turn the celestial globe to represent what the people at this location would see in the sky. Because the earth spins to the east, the sun and stars will appear to rise in the east and set in the west. Turn the celestial globe to mimic this. If the yellow ball, the sun, is above the horizon ring, then it is daytime and no stars can be seen. Find the star Sirius. This is the brightest nighttime star in the sky, and it is a star that played an important role in almost every culture of the world. As you are turning the celestial globe, note if Sirius is visible on June 21st (if the yellow ball is above the horizon then it cannot be seen). If it can be seen at night, then estimate for how long. Now, note the rising position of Sirius (estimate the number of degrees south or north of due east), the altitude of its highest point in the sky during the **night** (if the sun is up … it doesn't count), and its setting position. On this same date, note the location of the sunrise, the altitude of the sun's highest position in the sky, and the location of sunset. Estimate the duration of daylight hours. Do this again, for the Autumnal Equinox, September 21st, for the Winter Solstice, Dec. 21st, and again for the Vernal Equinox, March 21st. Note all of your measurements in the tables below.

LATITUDE OF OBSERVER'S LOCATION = 36 degrees North				
CELESTIAL OBJECT = Sirius				
Date	Rising position (degrees from due east, and specify south or north of due east)	Setting position (degrees from due west, and specify south or north of due west)	Highest altitude during the night(in degrees)	Amount of time visible during the night (hours)
6/21				
9/21				
12/21				
3/21				
CELESTIAL OBJECT = SUN				
Date	Rising position (degrees from due east, and specify south or north of due east)	Setting position (degrees from due west, and specify south or north of due west)	Highest altitude during the day(in degrees)	Duration of daylight (hours)
6/21				
9/21				
12/21				
3/21				

Do this all again for a location on the equator, latitude zero.

LATITUDE OF OBSERVER'S LOCATION = zero

CELESTIAL OBJECT = Sirius				
Date	Rising position (degrees from due east, and specify south or north of due east)	Setting position (degrees from due west, and specify south or north of due west)	Highest altitude during the night(in degrees)	Amount of time visible during the night (hours)
6/21				
9/21				
12/21				
3/21				
CELESTIAL OBJECT = SUN				
Date	Rising position (degrees from due east, and specify south or north of due east)	Setting position (degrees from due west, and specify south or north of due west)	Highest altitude during the day(in degrees)	Duration of daylight (hours)
6/21				
9/21				
12/21				
3/21				

Now I want you to look closely at this data. I want you to compare and contrast the data taken at these different latitudes. Does the sun seem to walk along the horizon? Does Sirius? Is the duration of daylight the same for both latitudes? At which latitude location would Sirius be more obvious? Why or why not? Is there a repeating pattern seen at both locations? How could this repeating pattern be used?
You will do a written report that will include these answers (instructions below).

INTERNET INVESTIGATION

I want you to research, on the internet, the Native American culture of the Anasazi. The Anasazi were a nomadic culture, located **around 36 degree north latitude**, which eventually became an agricultural culture). Next, I want you to research the Aztec culture, a really advanced agricultural society at around **zero degrees latitude** that were probably descendents of the hunters and gatherers from northern Mexico.

A good starting point website for this assignment is the University of Chicago's Digital Library at:
http://ecuip.lib.uchicago.edu/diglib/science/cultural_astronomy/
Click on the link "Cultures", and then click on Anasazi or Aztec.

You are not limited to this website; in fact, use many.
Your goal will be to compare and contrast the celestial interpretations and astronomical practices of these two societies. This is so broad that I will help you focus on the topics I want in the "Written Report" section below.

WRITTEN REPORT:

This paper should be four to eight pages long. The header sheet and data sheet are not to be counted. The header sheet should have your name, course name, date, and a title. The written report will have 1-inch margins (all sides), 12 pt standard font (such as Calibri), and be double-spaced.

The written report is to compare and contrast the Anasazi and Aztec cultures and it should address:

- The questions that were listed under the last table in the "DATA COLLECTION" section above.
- How latitude can influence daylight hours.
- How the duration of daylight plays a role in the kinds of seasons that are experienced.
- How the observations of the Sun and Sirius could lead to a calendar.
- How a calendar could help a society become an agricultural society.
- Compare and contrast their calendars – in fact, stress this.
- Compare and contrast their urban organization.
- Compare and contrast their mythologies.

At the end of the paper attach your observation tables.
You will be graded on your data collected, and on the thoroughness of your report. I want your report in your own words. If I discover (with my own internet search methods) that you have just cut and pasted from published articles or websites, you will be given a grade of F and sent to the campus disciplinarian.

2.

Film Review Assignment
The Navigators - Pathfinders of the Pacific

The Polynesians are well known for making long ocean voyages, over a thousand miles, without the use of Western navigational tools like the compass or sextant. The Polynesian navigators used the knowledge that had been passed down from navigator to apprentice over the centuries to sail between the small inhabited islands of the Pacific. This film explores this ancient navigational heritage and how this culture spread throughout the Pacific. Interviews are conducted with a Micronesian navigator named Mau Piailug from the island of Satawal, along with interviews of various archaeologists. Historical accounts of past explorers (Captain James Cook and Thor Heyerdahl) are investigated to try and find out where the Polynesians originated. The movie then shows Mau Piailug and his crew sailing from Hawaii to Tahiti using the navigational methods of his ancestors.

Your assignment is to watch this film, and then type up answers to the bulleted questions, fill-ins, and comments below.

The header of your answer sheet should have your name, course name, date, and title of the film, in **BOLD**. Then retype the bulleted items below with your responses (1st one, then the answer, 2nd one, then the answer, etc.). I want your answer sheet to be "bulleted" format also. In the case of the fill-ins, retype the bulleted item below with the filled in words bolded and underlined within the bulleted item. In the case of those bulleted questions that require one or two sentences, or one or two paragraphs, retype the bulleted question, then a blank line, then your response. Use complete sentences or your grade will be reduced

I want you to use 1-inch margins, 12 pt standard font (such as Times New Roman), and have it be single-spaced.

- In the Micronesian culture, covered in this film, there were two kinds of navigators. A man who only knows how to sail is called _____. The man that knows how to sail and has learned the "magic" is called _____. A man that could not navigate was given _____ (more than one word needed here).
- In this culture, the woman's domain was the _____, and the man's domain was the _____.
- Explain how a navigator would sail if there were no stars visible (due to clouds obscuring the sky). In this explanation give the number of patterns mentioned in the movie.
- Three cultures of the Pacific are mentioned in the movie; what are they? Which culture do the people of Satawal belong to?
- Captain James Cook and Thor Heyerdahl had different viewpoints on the origins of the people of the Pacific. Please explain their viewpoints, and their arguments for holding that opinion.
- In the movie, archaeologists are interviewed. From their findings, whose opinion, Cook's or Heyerdahl's, is supported? What are the "cultural fingerprints" that solved this controversy?
- An ancient cave with petroglyphs is visited on the island of Kona. What do the petroglyphs depict?
- Toward the end of the movie, it shows that the Micronesian culture changed. It changed from a hunter-gatherer society (navigation emphasized because they were fishermen), to what type of society?
- It is stated that the Micronesian canoe houses served three purposes. What are they?
- Mau Piailug is shown explaining the "star compass." When he introduces it, he says "Learn the stars, then sail." Please explain it (in as few words as possible). Include in your explanation, how many clumps of coral are used, how many major stars are discussed, and what is it that the stones are representing?

Course Approval and Data Sheet for: Astronomy 6 : Archaeoastronomy

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 2013**

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

Astronomy is truly a global/international science. Today we have the International Astronomical Union, the International Space Station, and as a world we are investigating the cosmos. This course will be a survey of humanity's response to observed celestial motions over the centuries and across many cultures. This course will show the development of the scientific method, and will cultivate and enhance the student's ability to reason. This course would expand and diversify our Astronomy Program offerings.

The Earth Science Department has participated in Study Abroad programs for years, with Anthropology and Geography courses being taught in Belize, Guatemala and Mexico, and Astronomy courses being taught in Italy. The students that attended these programs were immersed in a culture of another country and were given Global Citizenship credit under the Global Citizenship Initiative. The Astronomy Program is making an effort, with the introduction of this class, to participate in the SMC Global Initiative with a "stand alone" course that would qualify to meet the Global Citizenship transfer credit criterion.

At last year's Earth Sciences Program Review, the committee members were impressed with how cohesive our department is and how the different subject areas (Astronomy, Anthropology, Geography, Geology) are well-linked. This multi-cultural astronomy class would bring the Anthropology and Astronomy Programs even closer, by giving opportunities for guest lecturers from our Anthropologists.

This course is being taught at UC Santa Cruz as Historical Astronomy, ASTR 80D, and at the Institute for Astronomy, University of Hawaii, as Astronomy 130 (Introduction to Archaeoastronomy). For over a decade, Pomona College (a four year private institution) has offered Astronomy 6: Archaeoastronomy and World Cosmology. Dr. Stephen McCluskey, at West Virginia University, offers this course under the heading History 493, Man and the Cosmos. The Director of Griffith Observatory (Los Angeles), Ed Krupp, PhD., has written multiple books on archaeoastronomy because he has seen its popularity with the public. This course would allow integration of professionals with academia (Dr. Krupp is a popular guest lecturer).

The University of Maryland has created "The Center for Archaeoastronomy." Please visit :
http://terpconnect.umd.edu/~tlaloc/archastro/

A Ph.D. is offered in Archaeoastronomy at the University of Leicester.

In the Astronomical Society of the Pacific's "Universe in the Classroom" publication, they write:
"Why Include Multicultural Astronomy in Your Curriculum?
To introduce students to the differences and similarities between diverse cultures' interpretations of astronomical phenomena.
Using multicultural dimensions to teach astronomy can go beyond just showcasing the differences among various cultures' interpretations and representations of the universe, its objects and events. While such differences are often based on religion, they are not trivial or primitive, but have been central to the organization of many cultures' economic and religious activities. The cyclical nature of our universe has produced observable celestial events, such as Moon phases, eclipses, day/night cycles, and seasons, which are observed by people all over the world. Over the years, people of all cultures have observed astronomical events, recorded them, analyzed and classified them as predictable and unpredictable, and they have passed this knowledge on to their successors. An approach to multicultural astronomy education should not only focus on differences between cultures, but should include a discussion of similarities. These ideas can give students insight into the important historical role astronomy has played in helping people to organize their lives and in supporting our understanding of the environment. This insight will also help students to recognize and reflect on the relevance that astronomy has had in their own lives. Moreover, students of various cultural backgrounds will be able to contribute to discussions in astronomy by sharing and reflecting on how the development of their own cultural traditions in setting their calendars, for instance, was influenced by their ancestors' observations of the sky.

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

- None

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

- Global Studies

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

- None

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

- Global Studies. Global Citizenship Certificate of Achievement

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

- None

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

- None

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

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

This course is being taught at UC Santa Cruz as Historical Astronomy, ASTR 80D.

For over a decade, Pomona College (a four year private institution) has offered Astronomy 6: Archeoastronomy and World Cosmology.

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)

- MS in Astronomy

Student / Program / Institutional Learning Outcomes

9/17/2011
Astronomy 6: Archaeoastronomy

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

1.	**Compare and contrast the celestial interpretations, knowledge, and astronomical practices of different cultures.**
	As assessed by: exams, quizzes, written assignments, film reviews a) As one example: When presented with reading assignments (book chapters, journal articles, internet pages) students will be able to see why cultural backgrounds influenced how a society perceived the skies: some were sun worshipers, some moon worshipers, some worshiped Polaris, the north star.

2.	**Describe how modern scientists have gathered physical evidence (scrolls, ancient tablets, pictographs, petroglyphs) or studied megalithic and ancient architectural structures to study the ancient astronomical belief systems.**
	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 explain how scientists have gathered physical evidence (scrolls, ancient tablets, pictographs, petroglyphs) or studied megalithic and ancient architectural structures to study the ancient astronomical belief systems, and how the scientific method has been used in refuting or substantiating these ancient astronomies.

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

1.	**Students will explain how and where the human species fits into the immense, complex and ever-changing universe.**
	As assessed by: exams, quizzes, written assignments, film reviews a) As one example: When presented with reading assignments (book chapters, journal articles, internet pages) students will be to see why cultural backgrounds influenced how a society perceived the skies: some were sun worshipers, some moon worshipers, some worshiped Polaris, the north star.

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.
X	In this course, students will acquire the knowledge, tools and skills to evaluate how the different cultures have shaped their perception of the celestial realm, and how the astronomical field is truly a “global” field.

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.
X	In this course, students will acquire the knowledge, tools (such as the scientific method), and skills necessary to think for themselves and draw conclusions about the diverse cultural interpretations of the universe.

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.
X	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. This course should teach a sense of appreciation for other cultural viewpoints. The immensity of the celestial realm is truly humbling.

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
X	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. This course should teach a sense of appreciation for various cultural viewpoints. The Earth is the best spaceship we have, so let's take care of it.

S/ILO Committee Use Only	reviewed by:	CKS	9/27/11

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

Astronomy 6: Archaeoastronomy

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:	

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).

Astronomy 6: Archaeoastronomy

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Earth Sciences	11	0	0	10-25-2011
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:	Vicki Drake	Date:	10-25-2011
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:	9/29/11		

Approvals:

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

form modified 03/03/2011

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

Astronomy 6: Archaeoastronomy

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

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).

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: Identify, compare and contrast the celestial interpretations, knowledge, and astronomical practices of different cultures.

Step 3: Course Outline of Record

It is expected that the particular focus of the category to which you are applying be integrated **throughout** the course content, objectives, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

AST 6, Course Description: This astronomy course will stress naked-eye astronomy and the historical development of astronomical thought, from the stone age to modern times. Students will learn about celestial motions and how these motions have shaped various cultural views, and how cultural beliefs and values shaped interpretations of the motions seen. We will compare and contrast the celestial interpretations, knowledge, and cultural astronomical practices of different societies (ethnoastronomy). We will see how eclipses of the sun and moon helped mark important epochs of time, and how solar and lunar motions were used to help create calendars. The student will see how the different cultures incorporated the rising and setting of the sun, moon, planets, and stars into their religion, time keeping methods, navigational practices and agricultural development. The class will study the development of astronomy in western European cultures, American cultures (North America, Mesoamerica, and South America), and non- western cultures (Asia, Africa). The student will learn how scientists have discovered these ancient astronomical belief systems by the gathering of physical evidence (scrolls, ancient tablets, pictographs, petroglyphs) or through the studies of megalithic and ancient architectural structures. We will see how the fragmented evidence and historical records have been combined with modern scientific techniques (i.e. scientific method) to come up with our current conclusions about these ancient cultural cosmologies. We will finish by summarizing how the astronomy of today has evolved from the world cultural views of the astronomies of the past.

We will discuss how the course material has contemporary significance. The student will see that even in modern times there are small segments of each cultural system that still practice some ancient traditions, such as astrology. It is well known that some contemporary political leaders have consulted astrologers for advice. When calendars are discussed, the students will see how the calendars of today's societies have been modeled after their ancient ancestors, but changed to suit their particular cultural needs (political, religious, agricultural, etc.). There are many small countries today that are very dependent upon tourism, and ancient astronomical ruins are essential to their economic survival. There are many joint papers with multiple international authors. So much so, that in 1919, the "International Astronomical Union" was created. This is a worldwide organization of professional astronomers, whose mission is "to promote and safeguard the science of astronomy in all its aspects through international

cooperation." In essence, figuratively speaking, it is the astronomical "Bureau of Weights and Measures". They are the international group that defines astronomical units of measure, names of stars, etc. We have the International Space Station, and many international satellites that are looking at global fires, global ice sheets, global sea levels, etc., many in an effort to study global climate change. The world economy is so poor that many observatories need international consortiums to fund their operations. The student will see that the difficult cosmological questions of today's astronomy are being solved by an international global effort.

Today, astronomy is a global science.

AST 6, Course Objectives:
1) Evaluate how various cultures explained celestial phenomena (rising and setting of the sun, moon, planets and stars, etc.).
5) Explain how ancient cultures visualized the celestial realm.
6) Explain how the observations of the skies affected the daily lives of ancient peoples.
7) Compare and contrast the celestial interpretations, knowledge, and cultural astronomical practices of different societies.
8) Explain how scientists have gathered physical evidence (scrolls, ancient tablets, pictographs, petroglyphs) or studied megalithic and ancient architectural structures to study the ancient astronomical belief systems.
9) Explain how the scientific method has been used in refuting or substantiating the ancient cosmologies.
10) Explain how astronomy of today evolved from all of the cultural astronomies of the past.
11) Describe how the material studied in this course has contemporary significance.

Step 4: Narrative

This archaeoastronomy course is truly cross-cultural. It will cover aspects of archaeoastronomy, a science that tries to discover what an ancient society believed by gathering clues left behind in bone, rocks, paintings, and in rare cases, writings. To be able to interpret these clues it is necessary to know the culture of the people, the history, and the sky movement as seen from their cultural framework. Among the cultural and historical viewpoints discussed, we will include examples from Polynesia, Western Europe (emphasis on Greek Astronomy), Africa (not just Egyptian) and Mesopotamia, Asia, and the Americas (North America, Mesoamerica, and South America). At the conclusion of this course students will have a better understanding of how varied cultures with different historical frameworks, in different time frames, have contributed to the understanding of our place in the universe. This course will show the development of the scientific method, and will cultivate and enhance the student's ability to reason.

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

	Yes	No	Abstain	Not voting
Earth Sciences	11	0	0	0

Step 4: Narrative

This archaeoastronomy course is truly cross-cultural. It will cover aspects of archaeoastronomy, a science that tries to discover what an ancient society believed by gathering clues left behind in bone, rocks, paintings, and in rare cases, writings. To be able to interpret these clues it is necessary to know the culture of the people, the history, and the sky movement as seen from their cultural framework. Among the cultural and historical viewpoints discussed, we will include examples from Polynesia, Western Europe (emphasis on Greek Astronomy), Africa (not just Egyptian) and Mesopotamia, Asia, and the Americas (North America, Mesoamerica, and South America). At the conclusion of this course students will have a better understanding of how varied cultures with different historical frameworks, in different time frames, have contributed to the understanding of our place in the universe. This course will show the development of the scientific method, and will cultivate and enhance the student's ability to reason.

Narrative:

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

	Yes	No	Abstain	Not voting
Earth Sciences	11	0	0	0

Santa Monica College
New Course
Expanded Course Outline for CS 53B - iOS Mobile App Development

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	53B
Full Course Title	iOS Mobile App Development
Catalog Course Description	This course teaches how to design, develop, test and debug applications that run on Apple iOS, a software stack for Apple mobile devices that includes an operating system, middleware and key applications. Topics include the Cocoa Multi-Touch programming framework, the Model-View-Controller design paradigm, application structure, strings, graphics, user interfaces and storage. 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.
Rationale	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.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Maximum Enrollment	35
Grading Methods	Letter Grade or P/NP
Minimum Qualification	

Minimum Qualifications:	Computer Science (Masters Required)
Degree/Transfer Applicability	
Designation	Credit - Degree Applicable
Institutional Learning Outcomes	
Institutional Learning Outcomes	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. Explanation: In this course, students acquire the skills and knowledge necessary to do software development, the essence of which is problem solving.
Student Learning Outcomes	
1. Upon completion of this course, students will be able to design and develop programs for the Cocoa Framework. As assessed by: Lab assignments, tests and a final project	
2. Upon completion of this course, students will be able to recognize and apply industry-standard design patterns to solve programming problems. As assessed by: Lab assignments, tests and a final project Reviewed by: CKS | Date: 10/24/11	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Design, develop, test and debug applications that run use the Cocoa Framework	
2. Use the XCode Development Environment and the Cocoa Framework to develop and debug iOS applications on the emulator and handsets	
3. Distinguish the mobile development process from traditional desktop development	
4. Use the Model-View-Controller design pattern within the Cocoa Framework	
5. Design user interfaces for mobile iOS applications	
Course Content	
10%	Anatomy of an application using the Cocoa Framework
10%	Working with XCode and the Interface Builder
10%	Design Patterns and Model-View-Controller Architecture
10%	Cocoa Classes and Objects
10%	Cocoa Foundation Value Classes
10%	Cocoa Basic Controls
10%	Cocoa Events and Touch Events
10%	Views and Dialogs
10%	Models and Persistence
10%	Controllers and Interactions
Total: 100%	
Methods of Evaluation	

Methods	• 20% - Exams/Tests • 20% - Final exam • 40% - Homework • 20% - Projects • 100% - Total
Methods of Presentation	
Methods	Lecture and Discussion
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.
Course Distance Education	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills “effective contact between faculty member and student” required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities

Distance Ed - Interactions	
Interaction Activities	**Discussion Boards** Threaded discussion of current course content issues **Online Lecture** Unit presentations: both static and interactive presentations **Videos** Instructional videos or Captivate session streamed online **Exams** Examinations **Written assignments** Programming assignments using software development tools **Other (describe)** Practice Quizzes - pre- and post- chapter exams
Student Interactions	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include practice quizzes, sample code and online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes provide immediate feedback to support different student learning styles.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussion of current course content issues	10%
Online Lecture	Unit presentations: both static and interactive presentations	15%

Videos	Instructional videos or Captivate session streamed online	20%
Exams	Examinations	25%
Written assignments	Programming assignments using software development tools	25%
Other (describe)	Practice Quizzes - pre- and post- chapter exams	5%

Questions for Faculty Preparing Distance Education Courses

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

The course will be 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.

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

Basic eCollege or similar course management tool experience.

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

No additional student services are expected to be necessary.

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

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

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

1.Create a Cocoa user interface that displays an End User License Agreement (EULA) when a user first installs and runs the app. If the user does not accept it, the app will not run. After a user does
accept it, the EULA is never shown again.
2.Create a Cocoa user interface that prompts 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 so that the total cost for a semester of attendance at Santa Monica College can be calculated.

Distance Ed - Assignments

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

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Stevenson, Scott . *Cocoa and Objective-C: Up and Running*, ed. O'Reilly Publishing, 2010, ISBN: 978-0596-804-.

2. Neuburg, Matt . *Programming iOS 4* , ed. O'Reilly Publishing, 2011, ISBN: 978-1449-388-.

3. Chisnall, David. *Cocoa Programming Developer's Handbook*, ed. Addison-Wesley, 2011, ISBN: 978-0321-639-.

Software

1. XCode. Apple, 3 or higher ed.
Apple's programming development environment

Requisites

Prerequisite
CS 53A

Content Review

CS 53A - Prerequisite (Objective to Objective)

Library Resources

List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes

Additional Comments/Information

General Education/Degree/Transfer Course

CSU/UC Transfer Course
B. Transfers to CSU
Course Assignments
Sample Assignment
Sample Assignment
1.Create a Cocoa user interface that displays an End User License Agreement (EULA) when a user first installs and runs the app. If the user does not accept it, the app will not run. After a user does accept it, the EULA is never shown again. 2.Create a Cocoa user interface that prompts 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 so that the total cost for a semester of attendance at Santa Monica College can be calculated.

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 the 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).

CS 53B

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	12	-	-	9-12-2011
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:	Fariba Bolandhemat	Date:	9-12-2011
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:	9/12/11

Approvals:

Articulation Officer:		Date:	
Instructional Dean:		Date:	
Curriculum Committee:		Date:	

Academic Senate:		Date:	
Board of Trustees:		Date:	

CS 53B (DE Vote)	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:	

Santa Monica College
New Course
Expanded Course Outline for CS 53C - iOS Advanced Mobile App Development

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	53C
Full Course Title	iOS Advanced Mobile App Development
Catalog Course Description	This course teaches advanced features of the Apple iOS, a software stack for Apple mobile devices that includes an operating system, middleware and key applications. This course is a continuation of CS 53B. Topics include the WebKit which allows mobile applications to access the Internet, the Core Data modeling framework and SQLite relational database, the Core Location framework and maps, Address Book access and the Camera and Photo Library. 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.
Rationale	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.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Maximum Enrollment	35
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)
Degree/Transfer Applicability	
Designation	Credit - Degree Applicable
Institutional Learning Outcomes	
Institutional Learning Outcomes	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. Explanation: In this course, students acquire the skills and knowledge necessary to do software development, the essence of which is problem solving.

Student Learning Outcomes
1. Upon completion of this course, students will design and develop programs for the Cocoa Framework that incorporate the Address Book, Audio, Video, Networking and the Internet. As assessed by: Lab assignments, tests and a final project
2. Upon completion of this course, students will be able to submit completed programs for approval by the Apple App Store. As assessed by: Lab assignments, tests and a final project Reviewed by: CKS | Date: 10/24/11

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Design, develop, test and debug applications that utilize the advanced features of the Cocoa Framework
2. Design iOS applications that utilize the Core Data framework to persist information
3. Design iOS applications that utilize the WebKit to access the Internet
4. Design iOS applications that utilize the Core Location framework
5. Design iOS application that interact with the core system applications

Course Content	
10%	Introduction, Common Application Programming Interfaces (APIs)
10%	Working with the Address Book database
10%	Data, Storage and the Core Data modeling framework
10%	Networking and Web
10%	Working with the WebKit
10%	Location Awareness
10%	Working with Core Location framework
10%	Working with Audio and Video
10%	Working with the Camera and Photo Library
10%	Working with Apple's App Store

Total: 100%	
Methods of Evaluation	
Methods	• 20% - Final exam • 40% - Homework • 20% - Midterm exams • 20% - Projects • 100% - Total
Methods of Presentation	
Methods	Lecture and Discussion
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.
Course Distance Education	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount

	of time per week for student and homework assignments Adequately fulfills "effective contact between faculty member and student" required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Distance Ed - Interactions	
Interaction Activities	**Discussion Boards** Threaded discussion of current course content issues **Online Lecture** Unit presentations: both static and interactive presentations **Videos** Instructional videos or Captivate session streamed online **Exams** Examinations **Written assignments** Programming assignments using software development tools **Other (describe)** Practice Quizzes - pre- and post- chapter exams
Student Interactions	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include practice quizzes, sample code and online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes provide immediate feedback to support different student learning styles.

Online class activities that promote class	**Brief Description**	**Percentage of Online Course**

interaction and engagement		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 streamed online	20%
Exams	Examinations	25%
Written assignments	Programming assignments using software development tools	25%
Other (describe)	Practice Quizzes - pre- and post- chapter exams	5%

Questions for Faculty Preparing Distance Education Courses

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

The course will be 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.

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

Basic eCollege or similar course management tool experience.

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

No additional student services are expected to be necessary.

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

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

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

1.Create a Cocoa user interface that accesses the Address Book database and sends a standardized
email to a selected contact.
2.Create a Cocoa user interface that accesses the location of the device and displays a map with a pin at that location.

Distance Ed - Assignments

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

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Nahavandipoor, Vandad. *iOS 4 Programming Cookbook*, ed. O'Reilly Publishing, 2011, ISBN: 978-1449-388-.

2. Chisnall, David. *Cocoa Programming Developer's Handbook*, ed. Addison-Wesley, 2010, ISBN: 978-0321-639-.

3. Ali, Maher. *Advanced iOS 4 Programming*, ed. Wiley Publishing, 2010, ISBN: 978-0470-971-.

Software

1. XCode. Apple, 3 or higher ed.
Apple's programming development environment

Requisites

Prerequisite
CS 53B

Content Review

CS 53B - Prerequisite (Objective to Objective)

Library Resources

List of suggested materials has been given to librarian?	Yes
Library has adequate materials to	Yes

support course?	
Additional Comments/Information	
General Education/Degree/Transfer Course	
CSU/UC Transfer Course	
B. Transfers to CSU	
Course Assignments	
Sample Assignment	
Sample Assignment	
1.Create a Cocoa user interface that accesses the Address Book database and sends a standardized email to a selected contact. 2.Create a Cocoa user interface that accesses the location of the device and displays a map with a pin at that location.	

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 the 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).

CS 53C

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	12	-	-	9-12-2011
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:	Fariba Bolandhemat	Date:	9-12-2011
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:	9/12/11

Approvals:

Articulation Officer:		Date:	
Instructional Dean:		Date:	
Curriculum Committee:		Date:	

Academic Senate:		Date:	
Board of Trustees:		Date:	

CS 53C (DE Vote)	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:	

Art History Associate in Arts for Transfer

Catalog Description:

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

Core Courses (9 units)

AHIS 1, Western Art History 1, 3 units
AHIS 2, Western Art History 2, 3 units
ART 20A, Drawing 1, 3 units

List A, select one course (3 units)

AHIS 17, Arts of Asia, 3 units
AHIS 18, Intro to African Art History, 3 units
AHIS 15, Mexican Art History, 3 units

List B, select one course (3 units)

ART 10A, Design 1, 3 units
ART 13, 3-D Design, 3 units
ART 21A, Drawing III, 3 units
ART 52A, Ceramics 1, 3 units
ART 40A, Sculpture 1, 3 units
Any studio arts course that transfers as CSU GE or as lower division preparation for the studio arts or similar major at a CSU

List C, select one course, (3-5 units)

Students may choose any course not already used in List A or B or one course that meets the following criteria:

- Any CSU transferable Art History course
- Any Art or Humanities course articulated as CSU GE Area C1
- Any course articulated as CSU GE Area C2 in: a language other than English and ASL; Art, History, Humanities; Philosophy; Religion/Religious Studies.
- Any course articulated as CSU GE Area D1, D3, D4, or D6.

Total units required for the major: 18-20.

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