CURRICULUM COMMITTEE ▮ AGENDA

Wednesday, November 16, 2011 ▮ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

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

Members:

Guido Davis Del Piccolo, *Chair*	Diane Gross	Emily Lodmer	Jeffery Shimizu
Georgia Lorenz, *Vice Chair*	Aileen Huang	Walter Meyer	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
Patricia Burson	Kiersten Elliott	Katharine Muller	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Wendy Parise	Chris Young
Jonathan Cohanne			

Ex-Officio Members:

Janet Harclerode	Harrison Wills

A G E N D A

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

   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.

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

Members Present:

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

Members Absent:

Karin Chan   Helen LeDonne

Others Present:

Simon Balm	Abbas Dehkhoda	Gary Fouts	Howard Stahl
Fariba Bolandhemat	Vicki Drake	Michael Schwartz	

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 19, 2011 were approved as presented.

IV. **Chair's report:**
- The Academic Senate approved the following on October 25, 2011:

     (New courses – credit)
        Cosmetology 46: Nail Care 4/Manicuring 4
        CS 30: MATLAB Programming
        Medical Laboratory Technician 5: Clinical

     (Distance Education)
        CS 30: MATLAB Programming

- The Chair announced that ANTHRO 19: The Culture of Food was approved for UC transferability.

- The Chair requested the Curriculum Committee's approval of a recommendation that he would like to present to the Senate: that course level SLOs be posted on course outlines. He reported that the department chairs also expressed their support of this recommendation, during their meeting of October 21, 2011. The Committee was

unanimous in their approval and agreed that it would be beneficial to have all the components of the course outline in one document.

- The Chair presented a revised workflow for the approval of a <u>new course</u> in CurricUNET. The Committee made a few recommendations for changes which will be incorporated before this workflow is finalized on CurricUNET.

V. New courses – credit:

1. **Astronomy 6: Archaeoastronomy** – presented by Gary Fouts.

   Motion made by: James Pacchioli   **Seconded by:** Brenda Benson
   The motion passed unanimously.

2. **CS 53B: iOS Mobile App Development** – presented by Howard Stahl/Abbas Dehkhoda.

   Discussion: A concern was expressed over the frequent use of the word "design" in the proposed CSIS iOS app development courses, with the thought that the terms "develop" or "development" are more appropriate. The issue was presented to and discussed by the Committee. The consensus was that the word "design" in CSIS referred to conceptual, software design – not to artistic/graphic design, as in the case of Design Technology; and therefore, the use of the word "design" in the CSIS iOS app development courses was valid and appropriate.

   ### *Approval of course*

   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

   ### *Approval of prerequisite (CS 53A)*

   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

3. **CS 53C: iOS Advanced Mobile App Development** – presented by Howard Stahl/Abbas Dehkhoda.

   ### *Approval of course*

   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

   ### *Approval of prerequisite (CS 53B)*
   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

VI. Distance Education:

4. **CS 53B: iOS Mobile App Development**

   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

5. **CS 53C: iOS Advanced Mobile App Development**

   Motion made by: Diane Gross   **Seconded by:** Aileen Huang
   The motion passed unanimously.

VII.   Global Citizenship:

6.   Astronomy 6: Archaeoastronomy

Motion made by: James Pacchioli   **Seconded by:** Brenda Benson
The motion passed unanimously.

VIII.   Degrees & Certificates:

7.   Associate in Arts for Transfer: Art History – presented by Walter Meyer.

Randal Lawson moved to approve AA-T Art History with the following changes:
- Add Art 52B, Ceramics II and Art 52C, Ceramics III to List B, option 4.

Motion made by: Randal Lawson   **Seconded by:** Maral Hyeler
The motion passed unanimously.

IX.   Adjournment:
The meeting was adjourned at 4:55 p.m.

The next meeting of the Curriculum Committee will be held on Wednesday, November 16, 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
Anthropology 10

Course Title:	Forensic Anthropology		**Units:**	3
Total Instructional Hours:	54			

Hours per week (full semester equivalent) in Lecture:	**3**	In-Class Lab:	**0**	Arranged:	**0**

Date Submitted:	10/18/11
Date Updated:	10/19/11

	IGETC Area:	5B
	CSU GE Area:	B2
	Transfer:	UC pending, CSU

Prerequisite(s):	none
Skills Advisory:	Eligibility for English 1

I. Catalog Description:

This course presents the basic concepts and methods used by physical anthropologists in the analysis and identification of human remains. It introduces the techniques used to construct a biological profile, including age, sex, ancestry, trauma and disease, examines the application of taphonomy to crime scene reconstruction, and assesses the role of forensic anthropology within the medico-legal profession.

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.	Byers, S.N. 2010. Introduction to Forensic Anthropology, 4th ed. Pearson.
2.	Burns K.A. forthcoming (1/2012). The Forensic Anthropology Training Manual. Pearson.*
3.	White, T.D., Black, M.T., & Folkens, P.A. 2011. Human Osteology, 3rd ed. Academic Press.
4.	Pickering, R. & Bachman, D. 2009. The Use of Forensic Anthropology. CRC Press.
5.	Tersigni-Tarrant, MT & Shirley, N (eds) forthcoming (3/ 2012) Forensic Anthropology: An Introduction. CRC Press.*
*	Pre-prints or earlier editions of these textbook have been evaluated and deemed appropriate for this course.

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

1.	Explain the history of forensic anthropology
2.	Describe the role of forensic anthropology within the medico-legal profession
3.	Evaluate human skeletal variation from an individual and population perspective.
4.	Execute the basic techniques used to identify an individual from skeletal remains, including assessment of sex, age, stature, ancestry, and exposure to trauma or disease.
5.	Execute the basic techniques used to identify taphonomic agents associated with human skeletal remains
6.	Provide examples of the application of forensic anthropology to criminal, historical, human rights and mass disaster cases
7.	Explain the ethical issues surrounding research with human remains

IV. Methods of Presentation:

Lectures, discussions, classroom exercises introducing osteological identification and analysis, videos

V. Course Content:

% of course	Topic
3%	Historical Development of Forensic Anthropology
7%	The Medico-Legal System, Evidence and the Justice System
30%	Human Osteology
35%	Constructing a biological profile: Age, Sex, Stature, Ancestry Estimation
5%	Constructing a biological profile: Trauma and pathology assessment
5%	Facial Reconstruction
5%	Crime Scene Investigation: Taphonomic agents acting on human remains
5%	Forensic Anthropology, Mass Death and Human Rights
5%	Bioarchaeology, the application of Forensic Anthropology to the analysis of archaeological samples

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

% of grade	Evaluation Method
40%	Osteology focused practical assignments (8-10)
20%	Quizzes (2)
40%	Exams (2)

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

1.

Forensic Anthropology Exercise: Is It a Human or non-Human Bone?

The techniques used to distinguish human from non-human bone have been presented in lecture, and I have reviewed the various classroom resources (comparative skeletal materials, data tables, anatomical atlases, etc) that are available to assist in this diagnosis. In this exercise you will have a chance to apply your knowledge to solving the problem of species identification.

You will be working in teams of two. Each team will receive a numbered evidence bag containing a set of 5 bones. All bags contain a combination of complete and fragmentary elements, and all contain some combination of human and/or animal bone. While all specimens actually come from our osteological collection, you are to assume that each bag contains materials discovered, collected, and turned into local police by hikers. As a forensic anthropologist, you have been asked to submit a report identifying these bones as human or non-human.

Part 1: The data collection portion of this exercise needs to be completed during class today. Team members can work cooperatively for this part of the exercise, but each of you must complete your own Data Collection Form. It is important to remember that you can agree to disagree about the specific data you choose to collect and/or its interpretation.

Collect the following data for each of your 5 bone specimens. Note: the specific type of age and size data you collect will vary, depending on each specimen's completeness and element identification.

1) Completeness: Assess whether the specimen represents a complete or fragmentary element.

2) Age characteristics: Identify whether the specimen is skeletally mature or immature. List the criteria you were able to apply to this assessment, e.g. epiphyseal union, dental development, etc.

3) Element identification: The level to which you can identify your specimen may vary, depending on the specimen's completeness. Be as specific as possible. Sketch the specimen by laying it on a piece of graph paper and then drawing it on the Data Collection graph. Note the morphological characteristics that assisted your identification.

4) Bone size: Collect the appropriate standard measurement data for this specimen. Draw lines on the specimen sketch to indicate each measurement; record the measurement and its value (in mm).

5) Conclusion: Assess the species status of the specimen. Describe the combination of morphological data, element identification assessment, and age and size data on which this determination is based. If the specimen is non-human try to determine which species (or group of species) it represents.

Part 2: This part of the exercise is to be completed individually outside of class. Complete a written report summarizing your findings and presenting your recommendation for further police investigation. This report should include a cover page that identifies the Evidence Bag #, location and date of finds, name of Forensic Investigator, and a 1-2 page type-written, double spaced report.

Your completed report, including the Data Collection Form and your written summary, will be due at the beginning of the next class meeting.

Data Collection Form: Distinguishing human from non-human bone

Forensic Anthropologist_____

Evidence Bag # _____

Contents: 5 osteological specimens

Bone Specimen #1: Conclusion: _____ Human   _____ Non-human

Assessment Criteria:
1) _____ complete   _____ incomplete

2) _____ immature   _____ mature

3) Element identification:
_____
 Notes

4) Bone size Notes:

Note to Curriculum Committee: The complete data collection form for this exercise will include sections for Bone specimens #2-5. In the interest of brevity, they are not included here.

2.

Bioarchaeology: The Application of Forensic Anthropology Techniques to the Analysis of Human Skeletal Remains from Archaeological Sites

In your reading assignments, lectures, and classroom exercises, you have studied the techniques used by forensic anthropologists to identify and reconstruct the personal profiles of individuals We have also discussed in class how these techniques can be applied to the analysis of mass burials and to the analysis of human skeletal remains from past cultures (the field of physical anthropology known as bioarchaeology). Today you will view a video entitle "Aztec Massacre" from the PBS series *Secrets of the Dead*. This video details the bioarchaeological analysis of a set of mass remains from the Aztec site of Tzultepec, located in present day Mexico.

Your assignment is to write an essay on this video. Your essay should present A SYNOPSIS OF THE FILM, including an outline of the burial population under investigation and the historical details surrounding the event, and a FOCUSED REVIEW OF THE TECHNIQUES USED BY BIOARCHAEOLOGISTS to unravel the circumstances of this mass death scene. Be certain to address the following questions:

1) How did bioarchaeologists establish the ancestries of the remains?

2) Were there other, more reliable techniques that could have been (and probably were) applied to sexing of the osteological materials? Why do you think the techniques shown were chosen?

3) What did the osteological characteristics of the bones indicate about post-mortem manipulation or processing?

4) How did bioanthropologists use a combination of historical, cultural, archaeological, and forensic anthropological information to decipher the histories of the individuals represented in this burial sample?

Your essay should include a cover page with your name, essay title, class (Anthropology 10) and date of submission, and 2-3 typed, double-spaced pages of text. Please utilize materials from your readings, text and lectures to amplify and/or illustrate the discussion points in your presentation, but make sure you reference them properly, as described in lecture.

Should you need it, a copy of this video has been placed in the Science Learning Resource Center, 245 Science, for you to review.

This essay is due at the beginning of the next class period.

Course Approval and Data Sheet for: Anthropology 10

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> Course?	**New**
If this is a NEW course, anticipated semester and year of first offering:	**Spring 2013**

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

Forensic anthropology, defined as the application of the techniques developed by physical anthropologists to the identification and reconstruction of human skeletal remains, is an increasingly popular applied sub-discipline of physical anthropology. Anthropology departments at many four year institutions now have post graduate programs in forensic anthropology, and the number of colleges offering students an opportunity to structure their undergraduate anthropology major with a focus on forensic anthropology is expanding. As a result, introductory courses in forensic anthropology are now included the lower division curriculum of the University of California, Santa Cruz (Anthropology 80c Introduction to Forensic Anthropology), as well as in the curriculum of several community colleges (e.g. American River College [ANTH 303 Introduction to Forensic Anthropology]).

The addition of a forensic anthropology course to the Anthropology Program at Santa Monica College will expand the Program's curriculum and provide students with an attractive and valuable learning experience. This course affords students an opportunity to learn and apply the scientific method, and to develop their critical thinking and decision making skills while dealing with problems that are inherently informative. These problems are especially interesting because forensic anthropologists are required not only to apply the objective skills they have acquired in "reading the bones" to the reconstruction of individual life (and death) histories, but often to address the socio-cultural paradigms in which they occur.

As an applied discipline, forensic anthropology is especially attractive to students who wish to pursue a career in anthropology outside the traditional academic track. Most forensic anthropologists work within the medico-legal system, either in coroner's offices or federal, state, or local law enforcement agencies. Other job opportunities include employment in museums or with the U.S. government or military, especially the Joint POW/MIA Accounting Command (JPAC). A small number of technician jobs are available to students with two year degrees, but for most jobs, the minimal requirement is a B.S. degree.

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: Santa Cruz
- UC Course Number: 80c
- UC Course Title: Introduction to Forensic Anthropology
or
- California Community College: American River College
- Course Number: Anthropology 303
- Course Title: Introduction to Forensic Anthropology

Repeatability (requires that the student's experience will be qualitatively different with each repetition).
- How many times should this course be <u>repeatable</u>? **(0)**

Course Load Factor suggested by department: 1
<u>Rationale</u> **for the above load factor suggestion: 3 hr lecture per week**

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)
- Anthropology

Student / Program / Institutional Learning Outcomes

10/18/11
Anthropology 10, Forensic Anthropology

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

1.	The student will be able to analyze human skeletal variation from an individual and populational perspective.
	As assessed by: exams, quizzes, and written assignments

2.	The student will understand the role of forensic anthropology within the medico-legal justice system.
	As assessed by: exams, quizzes and written assignments

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

1.	Students will use key concepts, methodologies and developments in anthropology to recognize, describe, evaluate and analyze various aspects of human behavior.
	This course applies the methods of skeletal analysis to the identification of human remains, as well as to the reconstruction of personal and populational life history profiles.

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	This course expands the breadth of Santa Monica College's curriculum, thereby enhancing the opportunity for students (especially anthropology majors) to pursue their intellectual interests and maximize their academic success.

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 learn the skills of skeletal analysis, apply these skills to identification of human remains, and learn how to present their conclusions to the medico-legal community.

S/ILO Committee Use Only		reviewed by:	CKS	10-19-11

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

Anthropology 10, Forensic Anthropology

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:	Eng 1	Math level recommended:	

APPROVALS PAGE

Anthropology 10

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	11	0	0	10-18-2011
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:	10-18-2011
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:	10/26/11

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
Global & Domestic Security 1

Course Title:	Introduction to Homeland Security	**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:	October 14, 2011
Date Updated:	October 31, 2011

	Transfer:	CSU
Prerequisite(s):	None	
Skills Advisory:	None	

I. Catalog Description:

This course introduces students to the vocabulary and important components of homeland security. The roles of governmental agencies associated with homeland security and their interrelated duties and relationships will be explored. Historical events as well as state, national, and international laws impacting global and domestic security are examined. Some of the most critical threats confronting global and domestic security are investigated.

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.	Jane Bullock, George Haddow, Damon P Coppola, Sarp Yeletaysi, <u>Introduction to Homeland Security, Principles of All-Hazards Response</u>, Butterworth-Heinemann; 3rd edition, 2008
2.	Course reader to be developed by instructor.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Outline the essential characteristics of national and international acts of terrorism.
2.	Construct a historical timeline reflecting significant terrorist threats and events in the United States and globally.
3.	Demonstrate effective and clear verbal communication skills to convey factual information in order to coordinate law enforcement agencies.
4.	Compose a historical timeline reflecting methods and outcomes used by national and international law enforcement and military agencies to counter and combat terrorism.
5.	Classify the roles, functions of, and interdependency between local, federal and international law enforcement and military agencies to counter and combat terrorism.
6.	Differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices.
7.	Identify the characteristics, ideologies, motives and behaviors of various extremist and terrorist groups that foster and support terrorist, criminal activities.
8.	Examine and interpret forensic evidence to reconstruct crime and terrorism.
9.	Craft effective strategies to generate useful information for local, national and international law enforcement agencies.
10.	Solve problems as an individual and in a coordinated team setting.
11.	Write clear, concise and accurate reports to provide factual information, accurate data analysis, and sound recommendations.

IV. Methods of Presentation:

Lecture, discussion, film, directed group work

V.   Course Content:

% of course	Topic
10%	Historical and contemporary terrorism.
10%	Historical and contemporary responses to terrorism.
5%	Perspectives and guidelines of the U.S. Department of Homeland Security.
10%	State, federal, and international laws impacting global and domestic security.
15%	Roles, functions, and interdependency of local, federal, and international law enforcement, intelligence, and military agencies.
10%	Mitigation, Prevention, and Preparedness regarding contemporary terrorism.
10%	Ethical practices related to emergency and terrorist disasters.
15%	Effective teamwork, management, and communication in crisis situations.
10%	Key emergency preparedness practices for various disasters.
5%	The role of technology in global and domestic security.

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

% of grade	Evaluation Method
10%	Class Participation
20%	Quizzes (4-6)
15%	Midterm Exam
15%	Group Presentations
20%	Research Paper
20%	Final Exam

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

1.	Students in groups of 4-5 will research one of the topics selected by the instructor and prepare a 10-15 minute presentation. The presentation should include the history of the topic including recent research information and predicted future trends. The group should explain why the topic is considered important to global and domestic security. The presentation must make use of at least (4) sources which include at least 2 books. Other sources should include at least one Internet source, and an article from an academic/professional journal. Groups may also make use of other sources.
2.	Students will research one of the topics selected by the instructor and write a 5 page paper. (Students make use the same or a different topic used for the group presentations.) The paper should include the history of the topic including recent research information and predicted future trends. The paper should explain why the topic is considered important to global and domestic security. The paper must make use of at least (4) sources which include at least 2 books. Other sources should include at least one Internet source, and an article from an academic/professional journal. Students may also make use of other sources.

Course Approval and Data Sheet for: GDS 1: Introduction to Homeland Security

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

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

> This course is one of 3 courses necessary for a student to achieve the "TSA Certificate of Achievement" issued by the Transportation Security Administration. It is designed for current TSA employees, future TSA employees, and those wishing to pursue an undergraduate degree in the field of global and domestic security. It will be offered as both "contract education" at LAX as well as through SMC's standard course offerings.

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

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

List all Certificates of Achievement in which this course is/will be **required**:
- Global and Domestic Security (forthcoming)

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

List all Department Certificates in which this course is/will be **required**:
- Global and Domestic Security (forthcoming)

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

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 <u>repeatable</u>? **(0)**

Course Load Factor suggested by department: (1)
<u>Rationale</u> for the above load factor suggestion: Standard 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)
- Administration of Justice
- Political Science
- Law
- Sociology

Student / Program / Institutional Learning Outcomes

GDS 1
Introduction to Homeland Security

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

1.	Classify the roles, functions of, and interdependency between local, federal and international law enforcement and military agencies to counter and combat terrorism.
	As assessed by: quizzes and exams

2.	Differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices.
	As assessed by: quizzes and exams

3.	Identify the characteristics, ideologies, motives and behaviors of various extremist and terrorist groups that foster and support terrorist, criminal activities.
	As assessed by: group presentation and research paper

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.
	This course is designed to expand the students' critical thinking skills by having them understand the interconnection of various agencies roles & functions at a local, federal, and international level. Additionally, students will be asked to analyze past homeland security and emergency preparedness situations.

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.
	Students will be expected to differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices; ethical treatment of all people especially in emergency situations is vital to a healthy global society.

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

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

GDS 1: Introduction to Homeland Security

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:	

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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).

GDS 1: Introduction to Homeland Security

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area: **Social Science**	13	0	5	10/31/11
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:	Christine Schultz	Date:	11/2/11
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? *Library will acquire additional materials to support course.*	Yes	×	No	

Librarian Approval:	Carol Womack	Date:	11/2/11

Approvals:

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

form modified 03/03/2011

Course Outline of Record

Santa Monica College

Course Outline For
Business 50

Course Title:	Introduction to International Business		**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:	November 8, 2011
Date Updated:	November 9, 2011

Prerequisite(s):	none
Skills Advisory:	none

I. Catalog Description:

This course focuses on general business problems, theories, techniques and strategies necessary in the development of business activities in the global market place. The course is designed to promote an understanding of the impact that a country's culture and its political and economic environments have on a firm's international operations. The course covers the global perspective of business fundamentals as they relate to international management, communication, marketing, finance, ethics, etc.

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.	Hill, Charles, W., International Business: Competing in the Global Marketplace, McGraw-Hill: New York 2011, ISBN:978-0-07813719-8

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

1.	Describe in broad terms the present role and extent of international business (trade and investment) and the activities and significance of the major MNC's.
2.	Establish the theoretical foundations of international business by intensive discussion of the principle of comparative advantage and product life cycles.
3.	Describe and assess the significance of the several theories of foreign direct investment.
4.	Examine and evaluate the impact of national policies affecting international trade and investment (e.g. tariff barriers, non-tariff barriers, customs procedures, dumping, taxes, subsidies, and arguments for and against the above types of protection.
5.	Describe and assess the business impact of various forms of economic integration and of several of the major international organizations. (e.g. EC, WTO, etc.)
6.	Describe the evolution and present structure of the international monetary system, specifically the EURO and the floating exchange rates.
7.	Develop a basis for strategic thinking about how an individual firm should respond to the opportunities and risks which are inherent in international business.

IV. Methods of Presentation:

Chats, structured discussions, small group work, student presentations.

V. Course Content:

% of course	Topic
5%	Overview of international business
5%	Planning and international business
5%	The Global business environment
5%	Ethics and social responsibility in international business
5%	International Trade Theory
5%	The Political Economy
5%	Foreign Direct Investment
5%	Regional Economic Integration
10%	Global monetary System
5%	Entry Strategy and Strategic Alliances
5%	Export / Importing and Counter trade
5%	Global Production and Outsourcing
10%	Global Marketing
5%	Global Human Resources
10%	Financial Management
10%	International Accounting Practices

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

% of grade	Evaluation Method
15%	Case Studies
10%	Quizzes
15%	Individual Assignments
15%	Mid-Term
25%	Project
20%	Final Exam

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

1. International Business Group Project

Purpose

Identify and develop a product / service and an export or import strategy from or to the United States and a foreign country of your choice.

Process

Each group will have a minimum of four (4) team members with each person responsible for one aspect of the business process: manufacturing or product creation, marketing, finance, and human resources. Be certain to include all items within the topic area that requires attention. You will know whether the item is important by answering the question: Is this important to the successful marketing of the product / service? In other words, is this item critical to having customers buy the item? If you determine it is important, then you must expand on the thought. If you determine it is not important to the successful marketing of the product / service, then don't address it.

You will need to identify whether the product/service will be produced in the country of expected distribution and those domestic regulations that apply. All Import / Export rules will be identified and stipulated. In other words, how will you get your product in or out of the country? Your research must include all relevant information.

Presentation

Each group will be responsible for a minimum of five page write-up of their topic, with a minimum of five

	references, as well as a PowerPoint presentation. Relevant topic areas will be discussed in class that could be utilized to clarify the project process.
	Measurement Criteria
	Each project must demonstrate a feasible, viable, and correct method of introducing a product or service to an international market. Documentation of procedures will be required as well as market segmentation data. This project will require significant outside research and team coordination. Organization of the project and the delegation of responsibility among the team members will be recognized. Time will be allocated at the close of each class session for project issues and questions.
2.	Find an article dealing with international business in a respected business publication (Business Week, Fortune, Forbes, Fast Company, Inc. etc.) and write several paragraphs on what interested you about the article and how it applies to the respective chapter content. This is a periodic assignment which will coincide with covered chapter content.

Form 7: DISTANCE EDUCATION APPLICATION

(Introduction to International Business – BUS 50)	
Instructor preparing this document:	Paul Sabolic
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:

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

Additional considerations for all distance education courses:

Y	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.
Y	Adequate technology resources exist to support this course/section.
Y	Library resources are accessible to students.
Y	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
Y	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
Y	Will not affect existing or potential articulation with other colleges.
Y	Special needs (i.e., texts, materials, etc.) are reasonable.
Y	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	**10**			**2**

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Approvals:

Department Chair:	Joy L. Tucker	Date:	10/28/2011
Librarian:	Carol Womack	Date:	11/02/2011
Web Accessibility Specialist:	Ellen Cutler	Date:	11/08/2011
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 should **regularly** 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.

(The tables will automatically expand to accommodate your most complete answers)

1a. Interactions: Describe the nature and expected frequency of <u>instructor-student interactions</u>:	**4-8 threaded discussions, email, chat.**
1b. Interactions: Describe the nature and expected frequency of <u>student-student interactions</u>:	**4-8 threaded discussions, case studies.**
1c. Interactions: Describe the nature and expected frequency of <u>student-content interactions</u>:	**Per chapter (20 chapters): Online lecture, practice quizzes, simulations, and videos.**

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1d. Interactions:

Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc. An example is provided below:

EXAMPLE TABLE		
Sample online class activities that promote class interaction and engagement	**Brief description**	**Percentage of online course hours**
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	10%
Videos	Streaming video within course as well as web links to video sources	10%
Discussion	Threaded discussions	30%
Project presentations	Share projects with one another, students comment on each other's work	5%
Class debate	Small groups prepare their arguments, students convene in large group threaded discussion debate	5%
Create class webliography	Students post websites relevant to course content in webliography	5%
Article review	Class reads assigned articles, summarizes and discusses findings in threaded discussion	5%
Exams		20%
Written assignments	Students synthesize material through written assignment turned into dropbox	10%
	TOTAL	**100%**

1d. Interactions:

Sample online class activities that promote class interaction and engagement	Brief description	Percentage of online course hours
Practice Quizzes	Pre- and post- chapter exams	5
Chapter Presentations	HTML 5 based lecture presentations. Both static and interactive PPT presentations.	10
Written Assignments	Students apply material through written assignments submitted electronically.	5
Review Activities	Scenario based case studies	10
Video Cases	Chapter videos streamed online	10
Simulations	Online simulations of specific chapter topics	15
Discussions	Threaded discussions on current issues	20
Exams		25
	TOTAL	**100%**

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

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. This may be done in a table (See example below).

% of grade	Activity	Assessment method
Example: 25%	*Threaded discussions*	*Grading rubric which assesses content accuracy, post quality, and amount of participation*
30%	Case Studies	**0 points** - No answer to discussion question(s); wrong topic discussed **10 points** - An attempt was made, but response is confusing or not understandable **15 points** - Response does not fully address question(s) or is not very clear; discussion is less than 30 words in length; multiple errors (typos, spelling, grammar) in the discussion are a barrier to understanding **20 points** - Clear answer to discussion question(s) provided also meets length requirement. However, no supporting content from the textbook provided. **25 points** - Clear, organized, and thorough answer to discussion question(s); specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.
20%	Threaded Discussions	**0 points** - No answer to discussion question(s); wrong topic discussed **10 points** - An attempt was made, but response is confusing or not understandable **15 points** - Response does not fully address question(s) or is not very clear; discussion is less than 30 words in length; multiple errors (typos, spelling, grammar) in the discussion are a barrier to understanding **20 points** - Clear answer to discussion question(s) provided also meets length requirement. However, no supporting content from the textbook provided. **25 points** - Clear, organized, and thorough answer to discussion question(s); specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.
25%	Homework	**0 points** - No answer to homework question(s) submitted **10 points** - An attempt was made, but submission is confusing or not understandable **15 points** - Submission does not fully address question(s) or is not very clear; submission is less than 40 words in length; multiple errors (typos, spelling, grammar) in the submission are a barrier to understanding **20 points** - Clear answer to question(s) provided also meets length requirement. However, no supporting content, such as examples, provided. **25 points** - Clear, organized, and thorough answer to question(s); included examples if appropriate; specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.
25%	Essay Exams	Essays are given points as follows: 0 points, wrong answer 1 point, partially correct answer with major omissions 2 points, correct answer with minor errors 3 points, correct answer 4 points, correct answer, organized well and used example(s) if appropriate.

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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 or training.**

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 journals); 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.)	**Specific website support can be an important adjunct for students. Links to the SMC Library, for research support; the SMC Honor Council, for details on plagiarism; the World Fact Book, provides details on every country; MSU GlobalEdge, a comprehensive site providing extensive detail on global business practices.**

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 how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.	**The course will be designed using the tools and resources provided by SMC. The instructor will also ensure that publisher materials uploaded into the course shell will meet accessibility standards.**

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**: 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.).	Explain current trends in international business and explore culture and customs relative to business practices within major trade groups such as the EU. The financial impact of debt on global business will also be presented. Post completed homework in the Dropbox. You can either post your text or upload a Word, PowerPoint, Excel, Pages, Numbers, Keynote, PDF, Digital Image, or Google App file. Your SMC Google Apps account will offer you all the tools to complete your assignment. Learning Styles Inventory is a process that allows students to recognize how they best learn. The University of Georgia, ttc.coe.uga.edu/surveys/LearningStyleInv.html, has this website that allows access to students curious about their learning style. This site is useful to those first engaging online learning methods and may be helpful in platform assimilation.

Helpful Reminder:
Pre-Course Obligations or Best Practices: The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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