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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, December 7, 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
Keith Fiddmont			

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)

I. Call to order

II. Public Comments*

III. Approval of Minutes……..……..…..……3

IV. Chair's report

V. Information items:

1. Math 81: Basic Arithmetic
2. Math 84: Prealgebra

VI. Action items:

(Addition of prerequisite)

a. Math 31: Change of prerequisite from "Math 84" to "Math 84 or Math 85"……..14

(New courses – credit)

b. ET 33: Advanced Digital Compositing……...24
c. GDS 1: Global & Domestic Security 1……...32
d. GR DES 75: Mobile Design 1……42
e. INTARC 29: Computer Skills for Interior Architectural Design……..50
f. MATH 85: Arithmetic and Prealgebra……..….....62

**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.*

VII. Distance Education:

g. INTARC 29: Computer Skills for Interior Architectural Design……..…..…..56

VIII. 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.

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CURRICULUM COMMITTEE ❙ MINUTES

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

Members Present:

Guido Davis Del Piccolo, *Chair*	Diane Gross	Emily Lodmer	Deborah Schwyter
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	Helen LeDonne	James Pacchioli	Carol Womack
Keith Fiddmont			Julie Yarrish

Members Absent:

Jasmine Delgado	Randal Lawson	Jeffery Shimizu

Others Present:

Vicki Drake	Joy Tucker	Paul Sabolic	Albert Vasquez
Suellen Gauld			

M I N U T E S

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

I. Call to order:
The meeting was called to order at 3:09 p.m.

II. Public Comments*:
None.

III. Approval of Minutes:
The minutes of November 2, 2011 were unanimously approved as presented.

IV. Chair's report:

- The Academic Senate approved the following on Tuesday, November 8, 2011:
  - The Curriculum Committee recommendation for an Academic Senate vote of approval to publish course level Student Learning Outcomes (SLOs) as the last item on the Course Outline of Record.

    (New courses – credit)
  - Astronomy 6: Archaeoastronomy
  - CS 53B: iOS Mobile App Development
  - CS 53C: iOS Advanced Mobile App Development

    (Distance Education)
  - CS 53B: iOS Mobile App Development
  - CS 53C: iOS Advanced Mobile App Development

    (Global Citizenship)
  - Astronomy 6: Archaeoastronomy

    (Degrees & Certificates)
  - Associate in Arts for Transfer – Art History (AA-T Art History)
- The Chair reported that he and Estela Narrie were working on clarifying details in the table for expansion of the GE Area Credit for College Level Exam Program (CLEP) which was approved by the Curriculum Committee on May 4, 2011 and tabled for further consideration by the Academic Senate on May 17, 2011. Guido will bring this expanded table back to the Committee upon completion.

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

V. Information items:

1. Website Software Specialist Certificate (addition of *CIS 65, Flash Catalyst* as an elective)

(Course updates)

2. Biology 81: Biobrightstart, Basic Biology
3. Business 50: Introduction to International Business (DE Course update)
4. ECE 17: Introduction to Curriculum
5. ECE 22: Early Childhood Education Practicum-Field Experience
6. ECE 64: Health, Safety and Nutrition for Young Children
7. Psych 11: Child Growth and Development

VI. New courses – credit:

a. **ANTHRO 10: Forensic Anthropology*** – presented by Suellen Gauld.
Motion made by: Emily Lodmer **Seconded by:** Diane Gross
Yeses: 18 **Noes:** 0 **Abstentions:** 1

b. **Global & Domestic Security 1: Introduction to Homeland Security** – presented by Guido Davis Del Piccolo.

There was a discussion about the course, which focused on the course content, the need for more detail in the course objectives and course content, and how this course might impact SMC and the direction of the college. Detailed sample assignments were also requested. Guido made a correction on the Course Approval and Data Sheet such that the rationale will read: '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 and future TSA employees. It will be offered as "contract education" at LAX.'

Aileen Huang made a motion: *to approve Global & Domestic Security 1 with the requested changes (course content and objectives, clarification on the audience of the course, detailed sample assignments, distinctions between emergency and terrorist disasters) to be made by the department/course author.*

Motion made by: Aileen Huang **Seconded by:** Maral Hyeler
Yeses *(incl. 1 student vote)*: 8 **Noes** *(incl. 1 student vote)*: 10 **Abstentions:** 1
(Motion failed)

Eric Minzenberg made a motion: *to not approve Global & Domestic Security 1.*

Motion made by: Eric Minzenberg **Seconded by:** Walter Meyer
Yeses *(incl. 1 student vote)*: 7 **Noes** *(incl. 1 student vote)*: 7 **Abstentions:** 5

The Chair did not cast a vote to break the tie.
(Motion failed: tie)

VII. Distance Education:

c. **Business 50: Introduction to International Business** – presented by Joy Tucker and Paul Sabolic.
Motion made by: Julie Yarrish **Seconded by:** Walter Meyer
Yeses *(incl. 1 student vote)*: 18 **Noes:** 0 **Abstentions:** 1

VIII. Adjournment:

The meeting was adjourned at 4:45 p.m.

The next meeting will be held on Wednesday, December 7 at Drescher Hall – Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
GL/gs

* *Revised version submitted after publication of agenda, included as Appendix-A.*

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
Anthropology 10 v4

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:	(office use only)
Date Updated:	November 10, 2011

IGETC Area:	5B
CSU GE Area:	B2
SMC GE Area:	I

Transfer:	CSU, UC pending approval

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

I. Catalog Description:

This course presents is an overview of forensic anthropology, an applied field of physical anthropology. The course emphasis is on the current techniques used in the analysis of human skeletal remains, medico-legal procedures, and the role of the forensic anthropologist in the investigative process. Examines the basics of bone biology, methods of skeletal analysis, recognition of pathology and trauma, and the techniques used in crime scene investigation and individual identification.

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.	Nafte, M. (2009). Flesh and Bone: An Introduction to Forensic Anthropology, Carolina Academic Press.
3.	Burns K.A. (forthcoming 1/2012). The Forensic Anthropology Training Manual, 2nd ed., Pearson.*
4.	Tersigni-Tarrant, M.T. & Shirley, N. (forthcoming 3/ 2012) Forensic Anthropology: An Introduction, CRC Press.*
5.	Steadman, D.W. (2009). Hard Evidence: Case Studies in Forensic Anthropology, 2nd ed.,Prentice-Hall.
*	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.	Assess the methods and approaches of a forensic anthropologist.
2.	Identify taphonomic agents and postmortem changes to human remains, discriminate between surface and burial depositions, and between contemporary and non-contemporary burials.
3.	Discriminate between human and nonhuman remains.
4.	Explain basic bone biology and how to assess human skeletal variation from an individual and population perspective.
5.	Apply the anthroposcopic and metric techniques used to determine age, sex, and ancestry from skeletal remains.
6.	Apply the techniques used to determine trauma and pathology in skeletal remains.

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7.	Apply the techniques for establishing a positive identification from human remains.
8.	Evaluate the significance of human skeletal remains to overall crime scene investigation.
9.	Explain the role of the forensic anthropologist in criminal, historical, human rights and mass disaster investigations.
10.	Analyze the legal and ethical issues of working with human remains.

IIIb. Arranged Hours Objectives:
If this course has any "arranged hours" listed above, provide the specific objectives related to those arranged hours.
Upon completion of the arranged hours students will be able to:

1.	(write objective here)
2.	(write objective here)
3.	(add objectives as needed by pressing TAB)

IV. Methods of Presentation:

Multi-media lecture presentations, classroom discussions and demonstrations, classroom exercises working with osteological materials

IVb. Arranged Hours Instructional Activities:
If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	(write instructional activity here)
2.	(write instructional activity here)
3.	(add instructional activities as needed by pressing TAB)

V. Course Content:

% of course	Topic
6%	Introduction to forensic anthropology: historical development, role of forensic anthropologist within the medico-legal system, data gathering and analysis methods
15%	Human Osteology and Odontology: anatomy and histology of bone, bone growth, human skeleton review, sub-adult and adult dental dentition, human vs nonhuman bone.
6%	Establishing forensic context: estimation of time since death, postmortem and taphonomic changes to human remains: decomposition, dismemberment, animal scavenging, thermal alteration, weather and water exposure, burial damage.
12%	Determination of sex: non-metric sex assessment of skull and pelvis and other postcrania; reliability of sex assessment in adults vs sub-adults.
12%	Determination of age at death: metric and non-metric age assessment of adults and sub-adults, using skull, pelvis, rib, dental development and attrition, and postcranial growth patterns.
9%	Determination of Ancestry: cranial and postcranial anthroposcopic traits, direct measurement and metric analysis of ancestry, comparison of non-metric skull features
6%	Determination of antemortem pathologies: disease indicators, stress markers, and skeletal anomalies
6%	Death, trauma, and the skeleton: cause and manner of death, types of trauma, timing of trauma.
6%	Trauma effects on bone: wound characteristics of sharp force, blunt force, and ballistic trauma, response of bone to trauma, miscellaneous trauma.
6%	Recovery scene methods: location of remains, mapping remains, excavation procedures, crime scene techniques.
6%	Initial treatment and examination of remains: typical lab procedures, preparation of remains, reconstitution, sorting, reassembly and inventory of remains.
6%	Techniques of individual identification: DNA analysis, radiography, forensic odontology, photography,

	facial reconstruction.
3%	Medico-legal responsibilities: ethical responsibilities, ethical concerns, rights of the body, human rights investigations, steps in final report, testimony in court.

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

% of grade	Evaluation Method
20%	Osteology focused practical assignments (8-10).
10%	Written exercises evaluating case history examples of the application of forensic anthropology.
30%	Osteology quizzes (3).
40%	Exams formatted with objective and written questions (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 in to 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 taxonomic category 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.

Forensic Case Study: The Application of Forensic Anthropology Techniques to the Analysis of Human Skeletal Remains

In your reading assignments, lectures, and classroom exercises, you have studied and learned how to apply the techniques used by forensic anthropologists to identify individuals from their skeletal remains. Your assignment is to write an essay on the forensic case history "Homicide: We Have the Witnesses but No Body". Your essay should present A SYNOPSIS OF THE CASE, and a FOCUSED REVIEW OF THE TECHNIQUES USED BY FORENSIC ANTHROPOLOGISTS used to identify the remains of this homicide victim. Be certain to address the following questions:

1) How did police come to suspect that the victim's disappearance was a homicide?

2) What procedures did forensic anthropologists employ to locate and isolate the skeletal remains of the victim? What difficulties did the they encounter in distinguishing these bones as human?

3) What techniques were the forensic anthropologists able to use to build an age and sex profile of the human remains?

4) What techniques were employed to identify the remains as those of the missing victim?

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.

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

Form 2: Course Approval and Data Sheet for: Anthropology 10

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:

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.

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**: None

- General Science

List all Certificates of Achievement in which this course is/will be **required**: None

-

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List all Certificates of Achievement in which this course is/will be an **option**: None

-

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:

- 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 repeatable? **0**

Course Load Factor suggested by department: 1
Rationale 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

Form 3: Student / Program / Institutional Learning Outcomes

November 10, 2011
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

3.	(Enter the SLO here)
	As assessed by: (enter your method of assessment here)

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 skill 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

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Form 4: 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:	

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FORM 5: APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

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

Anthropology 10

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Earth Science	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	X
Library has adequate materials to support course?	Yes	X	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:	

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Course Outline of Record

Santa Monica College

Course Outline For

Math 31

Course Title:	Elementary Algebra			**Units:**	5
Total Instructional Hours: (usually 18 per unit)	**106**				
Hours per week (full semester equivalent) in Lecture:	**5**	In-Class Lab:		Arranged:	**1**

Date Submitted:	11/10/11
Date Updated:	11/14/11

Prerequisite(s):	Math 84 or Math 85
Skills Advisory:	none

I. Catalog Description:

Topics include: Arithmetic operations with real numbers, polynomials, rational expressions, and radicals; factoring polynomials; linear equations and inequalities in one and two variables; systems of linear equations and inequalities in two variables; application problems; equations with rational expressions; equations with radicals; introduction to quadratic equations in one variable.

(Comment: Students enrolled in this course are required to spend time each week in the Math Lab on the main campus or at the AET campus; this requirement may be completed electronically.)

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.	Elementary Algebra, 5th Ed., 2013 – Tussy, Gustafson – Cengage Learning

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Solve linear, quadratic, and literal equations, and systems of equations and linear inequalities.
2.	Graph linear equations and inequalities.
3.	Factor polynomials at an elementary level.
4.	State and apply the quadratic formula.
5.	Add, subtract, multiply and divide polynomials, square roots and rational expressions.
6.	Simplify complex fractions, square roots and exponential expressions.
7.	Solve introductory level equations with rational and radical expressions.
8.	Translate and solve algebraic word problems in a single variable.
9.	Given the description of a line, write an equation of the line.
10.	Define and use properties of equality and inequality.
11.	Recognize and use common mathematical language to describe mathematical processes in either written or verbal form.
12.	Apply units of measurements in the solution of algebraic applications as appropriate.

IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed above, provide the specific objectives related to those arranged hours.

Upon completion of the arranged hours students will be able to:

1.	Understand the need and develop the ability to show work in a sequence of clear and logical steps**.**

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2.	Work with other students to maximize their own and each other's learning.
3.	Comprehend and apply the course objectives.

IV. Methods of Presentation:

Lecture, discussion, group work

IVb. Arranged Hours Instructional Activities:
If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	Collaborative learning activities led by Supplemental Instruction coaches, faculty led workshops, and self-created study groups including but not limited to: a. Activities designed around specific sequential steps, or tightly structured tasks to deepen understanding of new concepts b. Activities designed to motivate participation in the process of responding to another student's work or engaging in analysis and interpretation.
2.	Reference textbook specific videos, animations and PowerPoint presentations.

V. Course Content:

% of course	Topic
5%	Arithmetic and Prealgebra Refresher
5%	Properties Of Exponents and Scientific Notation
10%	Formulas, Applications and Problem Solving
20%	Linear Equations and Inequalities
10%	Systems of Linear Equations and Inequalities
20%	Arithmetic Operations with Polynomial and Rational Expressions
10%	Factoring Polynomials
10%	Radical Numbers and Radical Equations
10%	Quadratic Equations

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)
Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. Calculators are not permitted during exams. It is highly recommended that homework be collected. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.

% of grade	Evaluation Method
60%	4 to 6 Exams
30%	Final Exam
10%	Homework, quizzes, collaborative learning activities

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

1.	Write the equation of the line passing through the points $(-1,6)$ and $(2,0)$.
2.	Use factoring to solve the equation $x(x+7)=(4x+3)(3x+13)$.

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Course Approval and Data Sheet for: Math 31

Is this a New Course, Updated/Revised Course, or Reinstated Course?	**Revised**
If this is a NEW course, anticipated semester and year of first offering:	**(enter status here)**

If this is a new course, please provide a rationale for the addition of this course to the curriculum:
(enter rationale here: table will automatically expand to accommodate your complete response)

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

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

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

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion: Standard for type of 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)
Mathematics, Biology, Business, Chemistry, Computer Science, Economics, Engineering, Physics/Astronomy

Student / Program / Institutional Learning Outcomes

11/10/11
Math 31

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

1.	Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
	As assessed by: Class records including but not limited to attendance records and homework records.

2.	Given a multi-step application problem, students will use a line of reasoning that includes algebraic concept and vocabulary to formulate an equation or other algebraic problem-solving strategy to develop a solution.
	As assessed by: Collected and graded work

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Through independent and facilitated learning activities, students will acquire learning skills, and develop the self-confidence necessary to be successful in their math courses.

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.
	(Provide explanation here, if applicable)

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.
	(Provide explanation here, if applicable)

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	(Provide explanation here, if applicable)

S/ILO Committee Use Only	reviewed by:	CKS	11-15-11

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

Math 31

Prerequisite: Math 85 ; Arithmetic and Prealgebra OR Math 84 Prealgebra
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
Math 85 ; Arithmetic and Prealgebra
Math 84 ; Prealgebra

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

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

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You are required to complete the Prerequisite Worksheet on the following page.

Prerequisite Worksheet

ENTRANCE SKILLS FOR Math 31

A)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.
B)	Reasonably estimate the answer to a numerical problem.
C)	Solve proportion and percent problems.
D)	Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers.
E)	Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
F)	Convert between signed fractions, decimals, and percents.
G)	Solve introductory applications requiring the use of rational numbers.
H)	Show work in sequence with clear and logical steps.
I)	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of rectangular solids, using appropriate units of measurement.

EXIT SKILLS FOR Math 85

1.	Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Reasonably estimate the answer to a numerical problem.
5.	Solve proportion and percent problems.
6.	Find prime factorizations of whole numbers.
7.	Find the greatest common factor and least common multiple of two or more whole numbers.
8.	Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
9.	Convert between positive and negative fractions and signed decimals, and between fractions and percents.
10.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
11.	Show work in a sequence of clear and logical steps.
12.	Graph positive and negative rational numbers on the number line.
13.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
14.	Find the square root of a perfect square.
15.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement.
16.	Evaluate algebraic expressions given the replacement values of the variables.
17.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
18.	Solve first degree equations in a single variable.

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19.	Use conversion factors to convert between units of measurement.
20.	Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English).

	ENTRANCE SKILLS FOR Math 31										
EXIT SKILLS FOR Math 85		A	B	C	D	E	F	G	H	I	J
	1										
	2	X									
	3										
	4		X								
	5			X							
	6				X						
	7				X						
	8					X					
	9						X				
	10							X			
	11								X		
	15									X	

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

Math 31
Prerequisite: Math 85 ; Arithmetic and Prealgebra OR Math 84 Prealgebra
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
Math 85 ; Arithmetic and Prealgebra
Math 84 ; Prealgebra

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

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

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You are required to complete the Prerequisite Worksheet on the following page.

Prerequisite Worksheet

ENTRANCE SKILLS FOR Math 31

A)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.
B)	Reasonably estimate the answer to a numerical problem.
C)	Solve proportion and percent problems.
D)	Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers.
E)	Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
F)	Convert between signed fractions, decimals, and percents.
G)	Solve introductory applications requiring the use of rational numbers.
H)	Show work in sequence with clear and logical steps.
I)	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of rectangular solids, using appropriate units of measurement.
J)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.

EXIT SKILLS FOR Math 84

1.	Add, subtract, multiply, and divide integers, signed fractions and signed decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Use prime factorizations of whole numbers together with concepts of least common multiple and greatest common factor to simplify signed fractions.
5.	Use the order of operations to evaluate expressions involving signed numbers, including, but not limited to, those containing nested grouping symbols.
6.	Convert between signed fractions and signed decimals, and between fractions and percents.
7.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
8.	Show work in a sequence of clear and logical steps.
9.	Graph signed rational numbers on the number line.
10.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
11.	Find the square root of a perfect square.
12.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid using units of measurement.
13.	Evaluate algebraic expressions given the replacement values of the variables.
14.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
15.	Solve first degree equations in a single variable.
16.	Use conversion factors to convert between units of measurement.

EXIT SKILLS FOR Math 31 Prerequisite for Math 84

17.	(#5 on Math 81 list) Reasonably estimate the answer to a numerical problem.
18.	(#8 on Math 81 list) Solve, ratio, proportion, and percent problems.

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

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Course Outline of Record

Santa Monica College

Course Outline For
Entertainment Technology 33

Course Title:	Advanced Digital Compositing					**Units:**	3
Total Instructional Hours: (usually 18 per unit)	**72**						
Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab:	**1**	Arranged:	**1**		

Date Submitted:	11/10/11
Date Updated:	11/14/11
Transfer:	CSU

Prerequisite(s):	ET 32
Skills Advisory:	none

I. Catalog Description:

This course introduces students to advanced digital compositing techniques using nodal compositing software applications. Areas covered include color correction, keying, rotoscoping, tracking, digital paint and camera projection. By completing a series of exercises and projects based on professional visual effects methodology, students will hone the aesthetic and technical skills necessary for integrating diverse visual elements into cohesive imagery.

This course uses The Foundry's Nuke.

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.	Ron Ganbar, Nuke 101: Professional Compositing and Visual Effects, Peachpit Press, 2011

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Integrate diverse visual elements using a nodal workflow.
2.	Perform advanced color correction, keying, rotoscoping and tracking operations.
3.	Composite multi-pass animation and backgrounds using a variety of methods.

IIIb. Arranged Hours Objectives:

If this course has any “arranged hours” listed above, provide the specific objectives related to those arranged hours.

Upon completion of the arranged hours students will be able to:

1.	Work with advanced compositing software interfaces in an effective and efficient manner.

IV. Methods of Presentation:

Lecture, discussion, demonstration, and hands-on projects

IVb. Arranged Hours Instructional Activities:

If this course has any “arranged hours” listed above, provide the specific instructional activities related to those arranged hours.

1.	Video tutorials

V. Course Content:	
% of course	**Topic**
8%	The Digital Camera
5%	Composition and Design Basics
16%	The Nodal Workflow
8%	Color Correction
5%	Channel Creation and Filtering
8%	Advanced Keying
5%	Expressions
8%	Rotoscoping Techniques
5%	Camera Projection / 3D Cards
8%	Merging and Integrating Elements
8%	Multi-Pass 3D Compositing
8%	Tracking and Stabilizing
8%	Output, Rendering and Compression

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)	
% of grade	**Evaluation Method**
10%	Participation
60%	12 Assignments
30%	Final Project

VII. Sample Assignments: (please describe at least 2 sample assignments)	
1.	Background Replacement: Use keying, matting, rotoscoping and tracking techniques to replace the background of a shot with an alternative sky plate.
2.	Camera Projection: Project imagery onto simple geometry utilizing a 3D camera track to seamlessly blend 2D and 3D layers.

Course Approval and Data Sheet for: Entertainment Technology 33

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

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

This course expands our existing compositing curriculum to cover advanced software applications used in the visual effects industry.

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

-

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

- Animation

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

-

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

- Animation

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

-

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

- Digital Effects

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

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

- How many times should this course be repeatable? **N/A**

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion: This is a technology-based course which will require considerable updating as industry methods evolve.

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)

- Multimedia

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Student / Program / Institutional Learning Outcomes

11/01/11
Entertainment Technology 33

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

1.	Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
	As assessed by: in-class exercises, assignments

2.	Students will utilize advanced compositing techniques to create an effective digital media portfolio project.
	As assessed by: assignments, final project

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

1.	Create compelling and original content for a quality entertainment project using industry-specific technology tools.
	This course emphasizes the design and creation of original content using industry tools.

2.	Effectively analyze and apply design and production methods used by the entertainment industry.
	This course utilizes production methods employed by the visual effects industry.

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.
	This course supports student self-discipline by assessing the timely completion of coursework and participation in class activities.

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 assesses the student's ability to effectively communicate original concepts, work with industry-standard tools and resolve technical problems.

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

Entertainment Technology 33

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**YES**
	If yes, state the recommended prerequisites:	**ET 32**

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

Entertainment Technology 33

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	6		1 (absent)	11/09/11
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Chris Fria	Date:	11/09/11
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:	11/15/11

Approvals:

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

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

Entertainment Technology 33
Prerequisite: Entertainment Technology 32 ; Digital Compositing
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

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

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Prerequisite Worksheet

ENTRANCE SKILLS FOR ET 33, Advanced Digital Compositing

A)	Integrate and match diverse visual elements.
B)	Apply the principles of color theory to color correction.
C)	Resolve technical issues in an effective manner.
D)	Create, extract and merge mattes through keying, operations and rotoscoping.
E)	Manipulate elements in source footage using digital paint, cloning and compositing methods.
F)	Track and stabilize source footage.
G)	Retime and time remap source footage.

EXIT SKILLS FOR ET 32, Digital Compositing

1.	Integrate and match diverse visual elements.
2.	Apply the principles of color theory to color correction.
3.	Resolve technical issues in an effective manner.
4.	Create, extract and merge mattes through keying, operations and rotoscoping.
5.	Manipulate elements in source footage using digital paint, cloning and compositing methods.
6.	Track and stabilize source footage.
7.	Retime and time remap source footage.

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

form modified 10/13/2010

Course Outline of Record

Santa Monica College

Course Outline For

Global & Domestic Security 1 v5

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:	November 30, 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, Introduction to Homeland Security, Principles of All-Hazards Response, Butterworth-Heinemann; 3rd edition, 2008
2.	Course Reader to be developed by instructor. See potential sources for Course Reader as Appendix A.

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
15%	Historical and contemporary terrorism and 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 terrorist actions.
20%	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 or groups/organizations listed below 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 or group/organization 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 a peer-reviewed academic/professional journal. Groups may also make use of other sources. (Topics or Groups/Organizations below)
2.	Students will research one of the topics or groups/organizations listed below and write a 5 page paper. (Students make use the same or a different topic or group/organization 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 or group/organization 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 a peer-reviewed academic/professional journal. Students may also make use of other sources. (Topics or Groups/Organizations below)

Topic Area	Specific Groups/Organizations
• Abortion Center Bombings & Terrorism • Airport Security • Biochemical Terrorism • Counterterrorism • Criminal Terrorism • Cyberterrorism • Emergency Response • History of FEMA • Guerrilla Warfare • Narcoterrorism • Nuclear Terrorism • Protecting Critical Infrastructure • Rail Security • State Sponsored Terrorism • Technological Terrorism • Terrorism and the Law • The 9/11 Commission Report • The Media & Terrorism • The Patriot Act • Transportation and Border Security • Unconventional Warfare • Urban Terrorism • Weapons of Mass Destruction • World Trade Center Bombing • Other topics with Instructor Approval	• Abu Nidal Organization • American Nazis • Aryan Nations • Aum Shinrikyo (Aum Supreme Truth) • Black June • Black Liberation Army • Black September • Church of Jesus Christ Christian • FLN (National Liberation Front) • Freeman • Hamas • Islamic Jihad • Jewish Defense League (JDL) • Kach • Kahane • Khmer Rouge • Ku Klux Klan • Michigan Militia • Militia of Montana • Mujahadin • Operation Vampire Killer 2000 • Palestine Liberation Front • Palestine Liberation Organization • PIRA (Provisional Irish Republican Army) • Red Brigade • Skinheads • Tamil Tigers of Tamil Eelam (LTTE) • The Covenant, the Sword, and the Arm of the Lord • The Japanese Red Army • The Order • The Posse Comitatus • Tupamaros • United Klans of America • White Warriors Union • Other group/organization with Instructor Approval

APPENDIX A
List of references that might be used to construct the Course Reader for GDS 1

- Abbott, Jack Henry In The Belly Of The Beast New York: Vintage Books, 1991.
- Abramson, Jeffrey We, The Jury New York; BasicBooks, 1994.
- Alnanese, Jay S. White Collar Crime In America Engle Cliffs, New Jersey: Prentice Hall, 1995.
- Allen, Harry E. and Clifford E. Simonsen Corrections In America: An Introduction 7th Ed. Upper Saddle River: Prentice Hall, 1995.
- Anonymous, Imperial Hubris: Why the West is Losing the War on Terror. Washington, D.C.: Brassey's, Inc., 2004. ISBN 1-57488-849-8
- Annual Editions: Violence and Terrorism McGraw-Hill
- Auerbach, Jerold S. Unequal Justice. Oxford: Oxford University Press, 1976.
- Baldwin, T.E. 2002 "Historical Chronology of FEMA; Consequence Management, Preparedness and Response to Terrorism." Argone National Laboratory.
- Block, Gertrude Effective Legal Writing Mineola, New York: The Foundation Press, Inc., 1983.
- Bloom, Alan The Closing of the American Mind New York: Simon and Schuster, 1987.
- Breggin, Peter R. and Ginger Ross Breggin The War Against Children New York: St. Martin's Press, 1994.
- Burnham, David Above The Law: Secret Deals, Political Fixes, and Other Misadventures Of The U.S. Department Of Justice New York: Scribner, 1996.
- Campbell, Joseph. The Hero with a Thousand Faces 3rd edition. New Jersey: Princeton University Press, 1973.
- Castro, Fidel. Capitalism in Crisis. New York: Ocean Press, 2000.
- Chandler, David. Voices from S-21: Terror and History in Pol Pot's Secret Prison. Berkley: University of California Press, 1999.
- Chang, Iris. The Rape of Nanking. New York: Penguin Books, 1997.
- Chomsky, Noam. Year 501: The Conquest Continues. Boston: South End Press, 1993.
- Chomsky, Noam. The Culture of Terrorism. Boston: South End Press, 1988.
- Churchill, Ward and Jim Vander Wall The COINTELPRO Papers Boston: South End Press, 1990.
- Close, Daryl and Nicholas Meier. Morality in Criminal Justice: An Introduction To Ethics Albany: Wadsworth Publishing Company, 1995.
- Cochran, Johnie L. Jr. Journey To Justice New York: One World, 1996.
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- Cromwell, Paul In Their Own Words: Criminals On Crime Miami: University Of Miami, 1996.
- Dempsey, John S. An Introduction To Public and Private Investigations, Minneapolis: West Publishing Company, 1996.
- Department of Homeland Security 2007. "National Strategy for Homeland Security."
- Donziger, Steven R. Ed. The Real War On Crime. New York: Harper Perennial, 1996.
- Farsoun, Samih K. and Christina E. Zacharia, Palestine and the Palestinians. Westview Press, 1997. ISBN 0-8133-0340-0
- Ferdico, John N. Criminal Law and Justice Dictionary St. Paul: West Publishing Company, 1992.
- Foucault, Michel. Discipline & Punish: The Birth Of The Prison New York: Vintage Books, 1979.

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- Frederickson, George M., White Supremacy New York: Oxford University Press, 1981.
- Friedman, Lawrence M. Crime and Punishment In American History New York: BasicBooks, 1993.
- Fusco, A.L. 1993 "The World Trade Center Bombing. Report and Analysis." Emmitsburg, Md. U.S. Fire Administration
- Hacker, Andrew, Two Nations: Black and White, Separate, Hostile, Unequal New York: Charles Scribner's Sons.
- Harr, J. Scott and Karen M. Hess Seeking Employment in Criminal Justice and Related Fields. 2nd Edition. Minneapolis: West Publishing Company, 1996.
- Hoge, James F., Jr. and Gideon Rose, Ed. How Did This Happen: Terrorism and the New War. New York: Public Affairs, 2001.
- Inciardi, James A. Criminal Justice. 9th Edition. Boston: McGraw Hill Higher Education, 2010.
- Irwin, John and James Autin It's About Time: America's Imprisonment Binge, Belmont: Wadsworth Publishing Company, 1997.
- Jackson, Jesse Legal Lynching. New York: Marlowe & Company, 1996.
- Kappleler, Victor E., Richard D. Sluder and Geoffrey P. Alpert. Forcers of Deviance: Understanding the Dark Side of Policing. 2nd Edition. Prospect Heights, Illinois: Waveland Press, Inc., 1998.
- Kessler, Ronald Inside Congress. New York: Pocket Star Books, 1997.
- Kessler, Ronald The FBI. New York: Pocket Star Books, 1993.
- Lifton, Robert Jay, Destroying the World to Save It. An Owl Book, 2000. ISBN 0-8050-6511-3
- Loewen, James W. Lies My Teacher Told Me. New York: The New Press, 1995.
- Leighton, Paul and Jeffrey Reiman. Criminal Justice Ethics. Upper Saddle River, New Jersey: Prentice Hall, 2001.
- Mayhall, Pamela D., Thomas Barker and Ronald D. Hunter, Police-Community Relations And The Administration Of Justice. 4th Edition. Englewood Cliffs: Prentice Hall, 1995.
- McCall, Nathan, Makes Me Wanna Holler: A Young Black Man In America. New York: Vintage Books, 1994.
- McIntyre, Charshee C. L., Criminalizing A Race. Queens: Kayode, 1993.
- Menninger, Karl The Crime Of Punishment. New York: The Viking Press, 1966.
- Miller. Linda S. and Karen M. Hess Community Policing: Theory and Practice. New York: West Publishing, 1994.
- Muraskin, Roslyn. It's a Crime: Women and Justice. 2nd Edition. Upper Saddle River, NJ: Prentice Hall, 2000.
- Nettler, Gwynn Explaining Crime. 2nd Edition. New York: McGraw-Hill Book Company, 1978.
- O'Reilly, Kenneth Racial Matters: The FBI's Secret File On Black America, 1960- 1972. New York: The Free Press, 1989.
- Pelfrey, William V. The Evolution Of Criminology. Cincinnati: Criminal Justice Studies, 1980.
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- Powers, Tyrone. Eyes To My Soul: The Rise *Or* Decline Of A Black FBI Agent. Dover, Massachusetts, 1996.
- Reichel, Philip L. Corrections. Minneapolis: West Publishing Company, 1997.
- Reiman, Jeffrey. The Rich Get Richer and the Poor Get Prison. Boston: Allyn & Bacon, 1995.
- Rideau, Wilbert and Ron Wikberg Life Sentences: Rage and Survival Behind Bars. New York: Times Books, 1992.
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- Schmalleger, Frank Criminal Justice Today. 4th Edition. Engle Cliffs, New Jersey: Prentice Hall Career and Technology, 1995.
- Sifankis, Carl. The Encyclopedia of American Crime 2nd Edition. New York: 2001
- Stewart, James B. Den Of Thieves. New York: Simon & Schuster, 1992.
- Taylor, Carl S. Girls, Gangs, Women and Drugs. East Lansing: Michigan State University, 1993.
- The 9/11 Commission Report: Final Report of the National Commission Terrorist Attacks Upon the United States.
- U.S. Department of Justice 2005. "USA PATRIOT Act Overview. What is the Patriot Act?"
- Weinreb, Lloyd L. Ed. Leading Constitutional Cases On Criminal Justice. Westbury, New York: The Foundation Press, Inc., 1994.
- White, Jonathan R. Terrorism and Homeland Security. 5th Edition. California: Thompson: Wadsworth, 2006.

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

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

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

This 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 and future TSA employees. It will be offered as "contract education" at LAX. The other 2 courses (forthcoming) are: "Intelligence Analysis and Security Management" and "Transportation and Border Security".

Should this course be **transferable to the CSU?**	Yes
Should this course be **transferable to the UC?**	No

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

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

Course Load Factor suggested by department: (1)
Rationale 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

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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

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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
Vote on revisions (PENDING)				
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:	

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Course Outline of Record

Santa Monica College

Course Outline For

Graphic Design 75

Course Title:	Mobile Design 1	**Units:**	3
Total Instructional Hours: (usually 18 per unit)	**54**		
Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab: **1**	Arranged: **2**

Date Submitted:	November 10, 2011
Date Updated:	November 14, 2011

Prerequisite(s):	Graphic Design 66
Skills Advisory:	(none)

I. Catalog Description:

This course focuses on designing for mobile touchscreen interfaces including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement front-end development to prototype designs for mobile devices. Projects will cover best practices for designing for mobile devices and will cover the basics of mobile Web and mobile app prototyping including design process, interface design, and interaction design patterns.

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.	Fling, Brian. “Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps.” O'Reilly Media; 1 edition (August 31, 2009). ISBN: 978-0596155445
2.	Wroblewski, Luke. “Mobile First.” A Book Apart; October 2011. ISBN: 978-1-937557-02-7

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

1.	Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2.	Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3.	Create a concept and strategy for implementing a mobile design.
4.	Complete information architecture deliverables such as site maps, wireframes, and prototyping.
5.	Integrate mobile design best practices.
6.	Apply effective visual design to the mobile environment.
7.	Implement web standard compliant HTML5 and CSS3 for mobile content.
8.	Identify the variety of mobile design tools and technologies.
9.	Apply appropriate techniques for device detection and adaptation.
10.	Describe the basics of releasing and marketing a mobile app.

IIIb. Arranged Hours Objectives:
If this course has any “arranged hours” listed above, provide the specific objectives related to those arranged hours. Upon completion of the arranged hours students will be able to:

1.	Students will demonstrate an understanding of HTML 5 and CSS 3 and how to use it to build a mobile website.

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IV. Methods of Presentation:

Lecture, discussion, demonstration, and hands-on exercises.

IVb. Arranged Hours Instructional Activities:
If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	The student will participate in online video tutorials and recommended resources related to HTML 5 and CSS 3.

V. Course Content:

% of course	Topic
5%	• Overview of course material and topics • An overview and history of mobile design
30%	Process • Defining the project: Who is the target audience? • Concept and strategy • Information Architecture: site maps, wireframes
10%	Mobile Design Critique • Criteria for assessing mobile design • Principles of designing for mobile • Analyze leading mobile designers
40%	Mobile Design and Front-end Development • Best Practices • Mobile limitations and constraints • Visual design for mobile • Mobile design patterns • Mobile design tools and technologies • Mobile markup: HTML 5, CSS3, JavaScript • Prototyping • Mobile Web optimization • Marketing an app
5%	Final project review and revise
10%	Presentation and critique of projects

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

% of grade	Evaluation Method
10%	Participation
20%	Weekly Assignments
30%	Midterm Project
40%	Final Project

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

1.	Assignment 1: Select a mobile website and critique the site based on the criteria discussed in the course. Create a sitemap and wireframe for a re-design of the mobile site.
2.	Assignment 2: Complete design comps for a mobile website or mobile app. Present design comps to class. Make design revisions based on class feedback and implement front-end development to create a prototype of the mobile website or app.

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Course Approval and Data Sheet for: Graphic Design 75

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

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

The course is an important addition to the graphic design program as the industry seeks designers who have the necessary skills to design mobile websites and mobile apps. By 2014 mobile internet usage is predicted to overtake desktop internet usage. Understanding mobile design is critical to the success of our graphic design students.

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

-

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

- Graphic Design

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

-

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

- Graphic Design

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

-

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

- Web Design

Should this course be **transferable to the CSU?**	**Yes**
Should this course be **transferable to the UC?**	**No**

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

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

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion: This is a technology-based course that will require the instructor to constantly update the course content to keep course current and relevant to the industry.

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)

- Graphic Design, Web Design, Interaction Design, Digital Media, Media Design

Student / Program / Institutional Learning Outcomes

November 5, 2011
Graphic Design 75

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

1.	Upon completion of this course, a student will demonstrate knowledge and ability to create an effective visual design for the mobile environment.
	As assessed by: Hands-on exercises, Midterm Project and Final Project.

2.	Upon completion of this course, a student will be able to successfully create a concept and strategy for implementing a mobile website or app.
	As assessed by: Final Project

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

1.	A student completing the Graphic Design program will be able to demonstrate basic graphic design skills, possess a working knowledge of current technology and can work successfully as an entry-level graphic designer.
	This course will facilitate a student securing an entry-level position by fulfilling the increasing demand for mobile design within the graphic design field.

2.	A student is able to transfer to a four-year art school with the necessary skills and knowledge for advanced placement and the ability to compete successfully with existing students.
	This course will give a student an advantage in transferring to a four-year school by demonstrating the student's ability to keep current with new technologies within the graphic design field.

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 develops a student's ability to conceptualize, strategize, problem-solve and requires the student to think critically and conceive ways of communicating using a new medium.

S/ILO Committee Use Only	reviewed by:	CKS	11-15-11

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

Graphic Design 75

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15.	Are entrance skills and consequent prerequisites for the course required?	**YES**
	If yes, state the recommended prerequisites:	**Gr Des 66**

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).

Graphic Design 75

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	6		1(absent)	11/09/11
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:	Chris Fria	Date:	11/09/11
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:	11/15/11

Approvals:

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

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

Graphic Design 75

Prerequisite: Graphic Design 66; Web Design 2

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

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

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

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

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You are required to complete the Prerequisite Worksheet on the following page.

Prerequisite Worksheet

ENTRANCE SKILLS FOR (Graphic Design 75)

A)	Understanding of the different approaches and technologies in delivering Web content
B)	Ability to design effective websites using appropriate technologies
C)	Ability to create web pages using HTML and CSS
D)	Knowledge of information architecture documentation and how to design an effective navigation interface
E)	Possess an understanding of how technical constraints affect web design
F)	Ability to launch a website “live” to a server
G)	Ability to utilize web software tools at an advanced level

EXIT SKILLS FOR (Graphic Design 66)

1.	Identify the different approaches and technologies in delivering content
2.	Design effective web sites using appropriate technology
3.	Create web pages, both by writing raw HTML and by using an authoring tool
4.	Develop an efficient information architecture design and an effective navigation interface
5.	Demonstrate an understanding of how technical constraints affect web design
6.	Successfully launch a web site “live” to a host server
7.	Utilize web software tools at an advanced level

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

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Course Outline of Record

Santa Monica College

Course Outline For

Interior Architectural Design 29

Course Title:	Computer Skills for Interior Architectural Design			**Units:**	**2**
Total Instructional Hours: (usually 18 per unit)	**54**				
Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab:	**1**	Arranged:	**0**

Date Submitted:	October 3, 2011
Date Updated:	October 31, 2011
Transfer:	CSU

Prerequisite(s):	None
Skills Advisory:	None

I. Catalog Description:

This introductory course covers the use of the computer as a tool for Interior Architectural Design in illustration, drafting, design and presentations. Students will gain basic computer literacy while being exposed to a variety of digital applications used in the field of Interior Design.

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. Mitton, Maureen, Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques, Wiley, 3rd Edition (Feb. 2012) or latest edition

III. Course Objectives:

Upon completion of the course students will be able to:

- Utilize a variety of standard computer applications used in the interior architectural industry.
- Efficiently work with a computer, create files and folders, use keyboard shortcuts, work on a network and transfer files between programs.
- Implement file organization and proper backup procedures.
- Identify future trends and software in the Interior and Architectural Design Industry.

IV. Methods of Presentation:

Lecture; discussion; demonstration; hands-on projects.

V. Course Content:

% of course	Topic
20%	Computer Basics • How to properly use files and directories on the computer. • Basic operations: find, copy files, explore vs. open, renaming, properties, start menu, saving files, back up files, keyboard shortcuts (cut, copy, paste, undo). • Use of the proper suffixes for all files (.psd, .jpg, .gif, .eps, pdf, etc.). • Downloading files off the net. • Transferring files successfully between applications
10%	Image Basics • Rastor vs. Vector images – understanding image formats • Standards image dimensions and approximate file sizes.

	• Export image files for different applications.
40%	Applications, Major • AutoCAD (or industry equivalent) • Revit (or industry equivalent) • Photoshop (or industry equivalent) • PowerPoint (or industry equivalent) • Project 1
20%	Applications, Minor • Word (or industry equivalent) • Excel (or industry equivalent) • Sketch Up (or industry equivalent) • Project 2
10%	Review and Final

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)	
% of grade	**Evaluation Method**
10%	Participation
30%	Knowledge and performance exams
30%	3 Projects or assignments at 10% each
30%	Final Project

VII. Sample Assignments: (please describe at least 2 sample assignments)	
1.	Students will be asked to draw digital plans for a simple building; they will then export the file using different formats. This file will be imported into other applications and students will add additional information such as color, objects and people. Projects will be presented to the class.
2.	Students will collect information and images to assemble a digital board using multiple software applications. The presentation will include multiple image formats and will use text to describe and supplement an oral presentation.

Course Approval and Data Sheet for: Interior Architectural Design 29

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

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

This course will serve two purposes:

1. Provide students who are not technically inclined with the basic computer skills necessary for success in the Interior Architectural Design certificate program.
2. Introduce students to industry standard software applications used by interior design professionals.

While other computer literacy courses are available to students, this course is designed to address the use of software specific to the Interior Design industry.

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

- Interior Architectural Design

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

- Interior Architectural Design Level 1 and Level 2

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

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

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

Course Load Factor suggested by department: **(insert load factor here)**
Rationale for the above load factor suggestion:

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

Disciplines: Architecture, Interior Design

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Student / Program / Institutional Learning Outcomes

August 2011
Interior Architectural Design 29

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

1.	Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
	As assessed by: Class Participation and exercises that are submitted on time and are original work.

2.	Utilize industry related software to create digital presentations for a variety of applications.
	As assessed by: 3 projects with presentations to the class

3.	Identify and be familiar with standard computer operating procedures and leading industry software.
	As assessed by: Examination

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

1.	To encourage and develop professional communication skills; verbal, written, and technical.
	Students will acquire basic technical skills in computers and computer programs. These skills are the premise of professional communication in the interior architectural profession.

2.	To promote future excellence in the interior design field by keeping current with industry trends.
	Students will be introduced to current industry computer applications.

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

ILO #1	Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will acquire basic skills in computers enabling them to better achieve their educational goals and enhancing further their classroom experiences by developing their own projects.

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.
	Obtaining Computer Skills will further the students' ability to communicate more effectively in both their professional and personal lives. Students will become familiar with industry standards

S/ILO Committee Use Only	reviewed by:	CKS	10-3-11

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

Interior Architectural Design 29

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).

Interior Architectural Design 29

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area - Design Technology	7	0	0	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:	Chris Fria	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? *Library will acquire additional materials to support course.*	Yes	×	No	

Librarian Approval:	Carol Womack	Date:	10/11/11

Approvals:

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

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DISTANCE EDUCATION APPLICATION

Interior Architectural Design 29	
Instructor preparing this document:	Sheila Cordova
First Semester course to be offered:	Fall 2012

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

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

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

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

X	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
X	Adequate technology resources exist to support this course/section.
X	Library resources are accessible to students.
X	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
X	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
X	Will not affect existing or potential articulation with other colleges.
X	Special needs (i.e., texts, materials, etc.) are reasonable.
X	Complies with current access guidelines for students with disabilities.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

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

program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote	**7**	**0**	**0**	**0**

Approvals:

Department Chair:	Chris Fria	Date:	9/12/2011
Librarian:	Carol Womack	Date:	10/11/2011
Web Accessibility Specialist:	Ellen Cutler	Date:	11/30/11
Curriculum Committee Chair:		Date:	
Academic Senate President:		Date:	
Chief Instructional Officer:		Date:	

GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

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

a. Instructor-student Interaction There should be **multiple, frequent, and on-going** communication exchanges between the instructor and **each** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor 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 instructor-student interactions:	□ **Office hours will be established via online live chats that are scheduled twice a week.** □ **Emails from students to instructors that will be answered within 24 hours Monday through Friday (except holidays).** □ **Projects and exercises will be reviewed, commented on and returned to the student.** □ **Students will be given weekly (and by topic) online lectures, demonstrations and videos.**

1b. Interactions: Describe the nature and expected frequency of <u>student-student interactions:</u>	☐ **Weekly threaded discussions will be required. Students will need to respond directly to the posted discussion and answer other students' posts.** ☐ **Live Classroom Chat is always open but twice weekly an open forum will be posted for students to log on and discuss class assignments (such as group assignments or discussions).** ☐ **The eCollege platform provides multiple options for communication for all users (faculty to student and student-to-student) including an email tool and threaded discussion tool.** ☐ **Final projects will be posted for presentation and review by other students.**
1c. Interactions: Describe the nature and expected frequency of <u>student-content interactions</u>:	☐ **Students need to respond 3 times each week to the Threaded Discussion.** ☐ **Students are required to log on and enter into a live chat (group discussion) once a week.** ☐ **Students will have regularly assigned exercises and projects that are due throughout the semester. They are expected to submit them by the posted date.**

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
Online Lecture	Online visual and narrative presentation with possible links to additional material.	15%
Videos	Streaming video within the course as well as possible links to video sources.	10%
Discussions	Threaded Discussions	10%
Exercises	Students will work through class assignments which are turned into dropbox.	20%
Project Assignment	Students develop original work from class material which is turned into dropbox.	30%
Project Presentation	Share projects with one another, students comment on each other's work.	5%
Exams	Online exams.	10%

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		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.)	☐ **Each week a topic(s) will be introduced through online lectures and videos.** ☐ **Graded exercises that reinforce concepts discussed in the lectures will be given on a mostly weekly basis (by topic).** ☐ **Required discussions that pertain to the course concepts will be assigned weekly.** ☐ **3 Projects will be assigned for students to delve deeper into key concepts on an individual, original basis.** ☐ **Project presentations will be posted and commented on by other students.**

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%	Exercises	Grading rubric which assesses content accuracy and quality.
10%	Threaded Discussion	Grading rubric which assesses content accuracy, post quality and amount of participation.
30%	Projects	Grading rubric which assesses content accuracy and quality.
30%	Exams	Grading key – answers found in lecture or readings.

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.

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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.)	**Instructor should be familiar with:** **College's existing distance education technology** **CCC Confer** **Technology needed:** **College's existing distance education technology** **Technology possibility:** **CCC Confer**

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.)	**Online Counseling** **Online Library and Bookstore** **Online/Phone Help Desk**

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.	**Using a variety of delivery methods (written, images with descriptions, video with written dialog, etc.)**

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.).	**Students will review lecture material online via PowerPoint presentation. The students will enter into a Threaded Discussion which pertains to the lecture topic. They will post their own response and also respond to 2 other student posts. Then they will work through the assigned exercise using live chat and email when they have questions. When the exercise is complete the student will submit it into the dropbox. The instructor will review, grade and return (via dropbox response) the exercise with comments.**

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.

Course Outline of Record

Santa Monica College

Course Outline For

Math 85

Course Title:	Arithmetic and Prealgebra			**Units:**	5
Total Instructional Hours: (usually 18 per unit)	90				
Hours per week (full semester equivalent) in Lecture:	5 hours	In-Class Lab:	0	Arranged:	0

Date Submitted:	11/10/11
Date Updated:	11/30/11

I. Catalog Description:

This course offers an accelerated option for preparation for Elementary Algebra. The material covered is equivalent to that covered separately in Math 81 (Basic Arithmetic) and Math 84 (Prealgebra). This course develops number and operation sense with regard to whole numbers, integers, rational numbers, mixed numbers, and decimals. Grouping symbols, order of operations, estimation and approximation, scientific notation, ratios, percents, proportions, geometric figures, and units of measurement with conversions are included. An introduction to algebraic topics, including simple linear equations, algebraic expressions and formulas, and practical applications of the material also are covered. All topics will be covered without the use of a calculating device.

Course Comment for Schedule: "Students who desire a slower pace should enroll in the Math 81/Math 84 sequence. Course credit may not be applied toward satisfaction of Associate in Arts Degree Requirements.

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.	Prealgebra, 1st ed., 2011 – Miller, O'Neill, Hyde – McGraw-Hill

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Reasonably estimate the answer to a numerical problem.
5.	Solve proportion and percent problems.
6.	Find prime factorizations of whole numbers.
7.	Find the greatest common factor and least common multiple of two or more whole numbers.
8.	Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
9.	Convert between positive and negative fractions and signed decimals, and between fractions and percents.
10.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
11.	Show work in a sequence of clear and logical steps.
12.	Graph positive and negative rational numbers on the number line.
13.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
14.	Find the square root of a perfect square.

15.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement.
16.	Evaluate algebraic expressions given the replacement values of the variables.
17.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
18.	Solve first degree equations in a single variable.
19.	Use conversion factors to convert between units of measurement.
20.	Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English).

IV. Methods of Presentation:

Lecture, discussion, group work

V. Course Content:

% of course	Topic
10%	Whole Number Operations
10%	Integer Operations
15%	Positive and Negative Fractions and Mixed Numbers
10%	Positive and Signed Decimals
5%	Ratios, Rates, and Proportions
10%	Percents
10%	Algebraic Expressions and Formulas
5%	Translations between English and Mathematics
15%	Applications
10%	Solving First Degree Equations

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

Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. Calculators are not permitted during exams. It is highly recommended that homework be collected. At the discretion of the instructor, homework, quizzes, collaborative learning activities, class participation, or projects may be part of the evaluation process.

% of grade	Evaluation Method
60%	5 to 7 Exams
25%	Final Exam
15%	Homework, quizzes, collaborative learning activities

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

1.	Avi and Sooeae find out that the flat cost of building the home they have chosen is $212,500. They decided that decide they want to add some extra features. A wood-burning fireplace costs and additional $3,980. They also want to upgrade the fixtures and appliances at a cost of $12,158. Estimate the cost of the house to the nearest thousand of dollars.
2.	Use the Order of Operations Agreement to simplify the following expression. $$\left\{\frac{5}{6}-\frac{10}{18}\right\}\left(\left(\frac{-2}{3}\right)^2-\left[\frac{3}{4}\bullet\frac{2}{9}\right]\right)$$
3.	The Saturn – 5 rocket uses 534,000 gallons of fuel in 2.5 minutes. How much fuel does the rocket use per minute?

form modified 10/03/2011

Course Approval and Data Sheet for: Math 85

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

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

Students who begin their study of mathematics with Math 81, Basic Arithmetic, generally need 4 semesters to complete the developmental sequence before taking a college-level, transferable mathematics course. This is a rather daunting prospect. For the past several semesters, the Mathematics Department has offered paired 8 week Math 81, Arithmetic, and Math 84, Prealgebra, sections aimed at enabling students to complete both these courses in a single semester. Unfortunately, this poses some challenges for the students in terms of scheduling. Students think they are taking 3 units in each of the 8 week sessions while, in terms of time and workload; it is a 6 unit commitment for the duration of the semester. Offering Math 85 as a combined 5 unit Math 81/Math 84 course will allow the merging of the course contents and provide a better flow. We will continue to offer semester-long sections of Math 81 and Math 84 while providing Math 85 as a way for motivated students to move more quickly through the material.

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

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

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

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

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)
Mathematics, Biology, Business, Chemistry, Computer Science, Economics, Engineering, Physics/Astronomy

Student / Program / Institutional Learning Outcomes

November 10, 2011
Math 85

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

1.	Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
	As assessed by: Class records including but not limited to attendance records and homework records.

2.	Given an expression involving signed numbers (integers, fractions, decimals, and powers) and grouping symbols, students will evaluate the expression without the use of a calculator.
	As assessed by: Collected and graded work

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

1.	*The student will demonstrate an appreciation and understanding of mathematics in order to develop creative and logical solutions to various abstract and practical problems.*
	As a result of using correct mathematical vocabulary and notation when translating phrases from English to mathematics, being able to read and analyze word problems. The student will be able to look at a mathematical situation, analyze critically, determine an appropriate strategy to address it and implement the strategy to find the solution.

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

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Through independent and facilitated learning activities, students will acquire learning skills, and develop the self-confidence necessary to be successful in their math courses.

S/ILO Committee Use Only	reviewed by:	CKS	11-15-11

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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).

Math 85

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	24	0	3	11/10/2011
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:	Alan Emerson	Date:	11/10/11
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

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

Librarian Approval:	Carol Womack	Date:	11/15/11

Approvals:

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

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