CURRICULUM COMMITTEE ❚ AGENDA

Wednesday, September 5, 2012 ❚ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Pat Halliday	Estela Narrie	Jeffery Shimizu
Georgia Lorenz, *Vice Chair*	Randal Lawson	James Pacchioli	David Shirinyan
Brenda Antrim	Emily Lodmer	Elaine Roque	Gary Taka
Ellen Cutler	Walt Louie	Josh Sanseri	Van Tran
Keith Fiddmont	Walter Meyer	Deborah Schwyter	Toni Trives
Roberto Gonzalez			Julie Yarrish

Interested Parties:

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Katharine Muller	Chris Young
Jonathan Cohanne			

Ex-Officio Members:

Janet Harclerode	Parker Jean

A G E N D A

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

I. Call to order

II. Public Comments*

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

IV. Chair's report:

   1. Committee Orientation and 2011-12 Annual Report
   2. Stand-alone course training
   3. CurricUNET/ASSIST training
   4. UC TCA (Transfer Course Agreement)
   5. Repeatability

V. Information items:

   (Program Review)
   6. Counseling 21H: Adapted Computer Technology
   7. Counseling 22H: Adapted Computer Technology, Internet Skills For Academic Success

VI. Action items:

   (New Courses)
   a. CIS 70: Social Media Applications…………………………………………………………7

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.

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*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.

CURRICULUM COMMITTEE ❚ MINUTES

Wednesday, May 16, 2012 ❚ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

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

Members Present:

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

Others Present:

Fariba Bolandhemat	Ford Lowcock	Eric Oifer	Josh Sanseri
Chris Fria	Pat Mantabe	Yvonne Ortega	Joy Tucker
Cynthia Gonzalez		Kathryn St. Amant	Sal Veas

M I N U T E S
(Items for action are listed alphabetically; items for information are listed numerically)

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

II. Public Comments:
None

III. Approval of Minutes:
The minutes of May 2, 2012 were approved as corrected. The corrected version of the minutes is posted online.

IV. Chair's report:

- The Academic Senate approved the following on May 8, 2012:

(Consent Agenda)
a. Broadcasting and Communication disciplines to be renamed 'Media Studies'

(New Courses)
b. COM ST 31: Research Methods for Communication Studies
c. VAR PE 43V: Varsity Soccer For Men

(Distance Education)
d. ECE 48: Adult Supervision And Mentoring
e. GEOG 20/GIS 20/CIS 20: Introduction To Geographic Information Systems

- The Chair thanked the following members (terms of office ended) for their service to the Curriculum Committee:
  o Helen LeDonne (Cosmetology, Photo/Fashion)
  o Diane Gross (Design Technology, Computer Science Information Systems)
  o Eric Minzenberg (Earth Science, Modern Languages & Cultures)

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

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- o Edie Spain (Kinesiology/Dance/Rec, Athletics, Public Programs, Health Science)
- o Aileen Huang (Business, Communications): Ms Huang is stepping down prior to her term ending, as she is taking on additional responsibilities within her department.
- The Vice Chair thanked the Chair for his leadership, especially with the transition to CurricUNET.
- The Chair welcomed the two new Associated Students representatives for the next academic year, Kevin Shaw and Van Tran.

V. Information items:

(Course Updates)

1. BUSINESS 53: Importing And Exporting
2. COM ST 22 Introduction To Forensics
3. HISTORY 47: The Practice of History
4. MEDIA 1: Survey of Mass Media Communications
5. MEDIA 2: Reading Media Acquiring Media Literacy Skills
6. MEDIA 10: Media, Gender, and Race

VI. Action items:

(Consent Agenda)

a. Renaming of degree from "Speech" to "Communication Studies (formerly Speech)"
b. POL SC 95: Public Policy –Experiential Learning: Change from "Prerequisite: POL SCI 31, Introduction to Public Policy" to "Prerequisite or Corequisite: POL SC 31"

Motion made by: Diane Gross   **Seconded by:** James Pacchioli
The motion passed unanimously.

(New Courses)

c. **BUS 34: Introduction to Social Media Marketing -** presented by Sal Veas and Joy Tucker.

Walter Meyer made a motion to approve Business 34 with the following changes:
- Expand Minimum Qualifications to read as follows:
  - o Business (Masters Required)
  - o Business Education (Masters Required)
  - o Management (Masters Required)
  - o Marketing (Masters Required)
  - o Communications Studies (Masters Required)
  - o Journalism (Masters Required)
  - o Mass Communication (Masters Required)
  - o Media Production
  - o Public Relations

- Replace sentence within parentheses in first sentence of catalog description with the word "marketing" such that it reads: *This course provides students with an introduction to social media marketing including social communities, publishing, entertainment, and commerce.*
- Add the words "Marketing and.." to the beginning of sentences in all components of the course content contributing to 15% of the total

Motion made by: Walter Meyer   **Seconded by:** Marco Vivero
The motion passed unanimously

d. **CIS 67: WordPress –** presented by Kathryn St. Amant and Fariba Bolandhemat

James Pacchioli moved to approve CIS 67 with the following changes:
- Grammatical corrections in rationale and course content
- Replace the word "understand" with "demonstrate" in Course objective #2
- CIS 54 and CIS 60A are prerequisites only (not pre/corequisites as shown on All Fields report)
- Delete "Expected frequency- daily basis" in Student-Student Interaction (DE application)
- Combine "Discussion" (3%) with "Discussion Boards" (12%) under 'Online Class Activities…engagement' (DE application)

Motion made by: James Pacchioli   **Seconded by:** Emily Lodmer
The motion passed unanimously

Prerequisites: CIS 54, CIS 60A

Motion made by: James Pacchioli   **Seconded by:** Marco Vivero
The motion passed unanimously.

e. **CIS 70: Social Media Applications -** presented by Kathryn St. Amant and Fariba Bolandhemat.

Jeff Shimizu made a motion to defer the approval of CIS 70 until the first meeting in the Fall 2012 semester to allow for a dialogue between the Design Tech and CSIS departments, as there are concerns that this course has components that are similar to Graphic Design courses.

Motion: To defer the approval of CIS 70 till the first meeting in Fall 2012

Motion made by: Jeff Shimizu   **Seconded by:** David Shirinyan
Yeses: 16   **Noes:** 5   **Abstentions:** 1
(One member absent for vote, two student votes only)

f. **NUTR 3: Introduction to the Dietetics Profession –** presented by Yvonne Ortega.

Motion made by: Maral Hyeler   **Seconded by:** Deborah Schwyter
The motion passed unanimously.

g. **NUTR 8: Principles of Food Preparation –** presented by Cynthia Gonzalez.
Emily Lodmer moved to approve NUTR 8 with the following changes:

- Remove the words "Understand and" from Course Objective #3

Motion made by: Emily Lodmer   **Seconded by:** Jeff Shimizu
The motion passed unanimously.

h. **OFTECH 28: Electronic Health Records –** presented by Pat Mantabe.
David Shirinyan moved to approve OFTECH 28 with the following changes:
- Spell out 'Electronic Health Records' in the first reference to 'EHR' in the catalog description

- Add schedule advisory regarding the use of the software in a Windows environment
- Incorporate content under "Chat Rooms" to "Discussion"; change the latter to read "Discussion and Email" (under DE application – Online Class activities…engagement) and add percentages to total of 15%.

Motion made by: David Shirinyan   **Seconded by:** Diane Gross
The motion passed unanimously.

Prerequisite of OFTECH 20

Motion made by: Maral Hyeler   **Seconded by:** Eric Minzenberg
The motion passed unanimously.

i.   **PHOTO 31: Introduction: Photographing People –** presented by Josh Sanseri and Ford Lowcock.
Jeff Shimizu moved to approve Photo 31 with the following change:
- Change Photo 39 to Pre/Corequisite

Motion made by: Jeff Shimizu   **Seconded by:** Julie Yarrish
The motion passed unanimously.

Prerequisite of Photo 30 and Pre/Corequisite of Photo 39

Motion made by: Jeff Shimizu   **Seconded by:** Julie Yarrish
The motion passed unanimously.

j.   **PHOTO 33: Techniques of Lighting: Product –** presented by Josh Sanseri and Ford Lowcock.
Jeff Shimizu moved to approve Photo 33 with the following change:
- Change Photo 39 to Pre/Corequisite

Motion made by: Jeff Shimizu   **Seconded by:** Julie Yarrish
The motion passed unanimously.

Prerequisite of Photo 30 and Pre/Corequisite of Photo 39

Motion made by: Brenda Benson   **Seconded by:** Diane Gross
The motion passed unanimously.

(Distance Education)

k.   **BUS 34: Introduction to Social Media Marketing**
Motion made by: Randal Lawson   **Seconded by:** Estela Narrie
The motion passed unanimously.

l.   **BUS 53: Importing And Exporting**
Motion made by: Aileen Huang   **Seconded by:** Julie Yarrish
The motion passed unanimously.

m.   **CIS 67: WordPress**
Motion made by: Marco Vivero   **Seconded by:** Helen LeDonne
The motion passed unanimously.

n.   **CIS 70: Social Media Applications (see motion under VI.e)**

o. **OFTECH 28: Electronic Health Records**

Motion made by: Randal Lawson   **Seconded by:** Eric Minzenberg
The motion passed unanimously.

(Degrees & Certificates)

p. **Associate in Science-Transfer, Business (AS-T Business) –** presented by Joy Tucker.
Motion made by: Estela Narrie   **Seconded by:** Brenda Benson
The motion passed unanimously.

q. **Associate in Arts-Transfer, History (AA-T History)**
Motion made by: Eric Minzenberg   **Seconded by:** Walter Meyer
The motion passed unanimously.

r. **Removal of "Fundamentals of Interior Architectural Design" and Level 1 certificate for Digital Media; rename Level 2 certificate "Digital Media"**
Chris Fria, department chair, conveyed that the Advisory Board had not been consulted formally regarding the removal of the Level 1 certificates. However, in general there is agreement among Advisory Board members and the department that the Level 2 certificate prepares students for employment.

Motion: Removal of "Fundamentals of Interior Architectural Design"
(suggestion made to department to redesign it as a department certificate)

Motion made by: Randal Lawson   **Seconded by:** Walter Meyer
Yeses: 18   **Noes:** 0   **Abstentions:** 2
(Three members absent at vote, two student votes counted)

Motion: Remove Level 1 certificate for Digital Media and rename Level 2 certificate "Digital Media" (suggestion made to department to redesign it as a department certificate)
Motion made by: Marco Vivero   **Seconded by:** Aileen Huang
Yeses: 18   **Noes:** 0   **Abstentions:** 2
(Three members absent at vote, two student votes counted)

(Old Business)

s. **CLEP Exams and SMC Credit (Degree, GE, and Course Equivalency) –** presented by Guido Davis DelPiccolo

Motion made by: Randal Lawson   **Seconded by:** Julie Yarrish
The motion passed unanimously.

t. **Revision of Ecological Literacy Criteria (Global Citizenship requirement) –** presented by Eric Oifer.

Motion made by: Randal Lawson   **Seconded by:** Eric Minzenberg
The motion passed unanimously.

VII. **Adjournment:**
The meeting was adjourned at 5:58 p.m.

Santa Monica College
New SMC Course
Expanded Course Outline for CIS 70 - Social Media Applications

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

Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No

Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Computer Information Systems

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Department Certificate Social Media Marketing (forthcoming)

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Understand the components of a strong social media strategy.
2. Construct an RSS feed, blog, micro-blog, photo stream, and a wiki
3. Operate a podcast, webcast, and vidcast
4. Modify Facebook to build an effective online presence
5. Integrate the concepts of social bookmarking and crowd-sourcing
6. Use a media community such as an image and/or video sharing site
7. Discover widgets and badges to build social web presence
8. Operate a social media newsroom
9. Extend a social calendar and event tool
10. Integrate and optimize the social media toolset to minimize the effort necessary to maintain a strong social web presence
11. Use the Internet to research social media topics
12. Apply critical thinking skills to case studies

Course Content	
8%	Creating the social media strategy and preparations
10%	RSS feeds and building a WordPress blog
14%	Podcasting, vidcasting, and webcasting
18%	Social networking and micro-blogging: Facebook, Twitter, LinkedIn, and other tools
5%	Social bookmarking and crowd-sourcing: delicious.com and Digg.com
15%	Media Communities: Image sharing, YouTube & Vimeo, Google Docs
10%	Widgets and badges
10%	Social media newsrooms
10%	Additional social tools, putting it all together, the future, measuring success
Total: 100%	

Methods of Evaluation	
Methods	20% - Class Work 15% - Exams/Tests midterm project 35% - Final exam final project 30% - Homework 100% - Total

Methods of Presentation	
Methods	Lecture and Discussion Other
Other Methods	1. Lecture 2. PowerPoint Presentations 3. Videos 4. Reading Assignments 5. Hands-on-Activities

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Deltina Hay. *The Social Media Survival Guide*, 1st ed. Quill Driver Books, 2011, ISBN: 9781884995705.	

Assignments
Sample Assignment
Sample Assignment

Sample Assignment 1:

Create a syndicated audio podcast:

1. Prepare the podcast script, and music

2. Record and edit a podcast episode
3. Upload the episode to your website
4. Publish the episode to your blog
5. Create the podcast feed for the website
6. Burn the podcast feed to FeedBurner for the blog
7. Promote the podcast on your website, blog, and podcast directories

Sample Assignment 2:

Create your micro-blogging (Twitter) page

1. Set up your Twitter account

2. Adjust your profile settings & build your bio

3. Upload a custom background image for your profile page

4. Find people: do a search for people you know using your email and web searches

   a. Connect with every student in this class

5. Post an update (tweet)

6. Post a link to the tweet using a shortened URL into your website and blog

7. Pull an image into Twitter

8. Retweet

9. Tweet your location

10. @Reply

11. Send a direct message

12. Utilize a hashtag

13. Build a Twitter List

14. Promote your Twitter account

   a. Twitter widgets

   b. Other external tools

Pre/Corequisites & Advisories

Prerequisite
CIS 50

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

support course?	
Additional Comments/Information	

Student Learning Outcomes
1. Applying their knowledge of social media strategies, students will build a strong social media presence on the web, and produce a solid online foundation for managing content.
2. Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on a weekly episodic basis.

Transfer/General Ed
CSU/UC Transfer Course
B. Transfers to CSU

Distance Ed
Distance Education Application

Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Need/Justification	

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

Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	- respond to individual student e-mails -provide instruction on course navigation -clarify assignment content - engage students in threaded discussions - sharing bibliography links to information for course topics -remind students of assignment project due dates -provide feedback on student work -inform students of assignment, & project grades via the Gradebook feature -contact potentially ?failing? students with suggestions for improvement Expected Frequency: 3-5 times a week.
Student-Student Interaction	- read and respond to threaded discussions Expected Frequency: twice a week. - communicate with each other regarding home work experiences and course material; a link on the course website will be provided for this purpose Expected Frequency: 1-7 times a week.
Student-Content Interaction	- viewing PowerPoint lectures - viewing videos - viewing the Course Schedule - viewing assignments - view and provide constructive criticism on other classmates assignments - completing self-check activities - completing graded projects and hands-on activities - viewing the Gradebook Expected Frequency: 3-7 times a week.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Viewing Online PowerPoint presentations	15%
Videos	Viewing videos	10%
Discussion	Participating in threaded discussions on readings and assigned topics; interacting with other students and email communications.	15%
Written assignments	Completing written assignments, sharing web based research, and hands-on activities.	60%

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

Content will be organized into 12 units of study. Each unit will contain a PowerPoint lecture, a

textbook reading assignment, a study guide assignment, a hands on project, a threaded discussion, and graded assignments.

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

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

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

Strong understanding of computer technologies, including
HTML, internet etiquette protocols, social media tools such as Facebook, Twitter, YouTube, podcasting, webcasting, & vidcasting. Skill in video and audio recording/editing, content management systems, RSS feeds, micro-blogging, PowerPoint, Internet, and e-mail.

Other:
The college's existing technology
HelpDesk

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

Strong understanding of computer technologies, including
HTML, internet etiquette protocols, social media tools such as Facebook, Twitter, YouTube, podcasting, webcasting, & vidcasting. Skill in video and audio recording/editing, content management systems, RSS feeds, micro-blogging, PowerPoint, Internet, and e-mail.

Other:
The college's existing technology
HelpDesk

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

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

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

1. Section 508 compliance has been validated for all students, including blind students.

2. The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e., closed or open captioning, descriptive narration, Braille, audio tape).

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

Assessment Best Practices
5%-**Threaded Discussions** - Grading rubric which assesses course participation and content accuracy
10%-**Written Assignments** - Grading rubric which assesses understanding of course concepts
30%-**Social Media toolset Assignments** - Grading rubric which assesses software applications related to various components of social media toolsets
20%-**Comprehensive Social Media Projects** - Grading rubric which assesses comprehensive understanding of the social media toolsets
15%-**Mid-Term project** - Grading rubric which accesses conceptual knowledge of social media toolsets
20%-**Final project** - Grading rubric which accesses conceptual knowledge of social media toolsets

Attached Files
CIS 70 - textbook information.docx CIS 70 Prereq Worksheet

Prerequisite Worksheet for CIS 70

ENTRANCE SKILLS FOR (CIS 70, Social Media Applications)

A)	Understanding of the tools and information that are available for Web Design.
B)	Understanding of how the Web functions, including Web addresses and URLs.
C)	Understanding of a Web page components and mechanics.
D)	Identify and apply the basic design principles for a Website.
E)	Ability to utilize multimedia elements and imagery effectively.
F)	Identify the process of creating, publishing, and maintaining a Website.

EXIT SKILLS FOR (CIS 50, Internet, HTML, And Web Design) or GR DES 65 (Web Design I)

1.	Obtain an overview of the tools and information that are available on the Internet (CIS 50) Utilize web software tools at an introductory level (GR DES 65)
2.	Learn about Web addresses and URLs (CIS 50) Describe how the web environment functions (GR DES 65)
3.	Use HTML to create a Web page containing graphic elements, hyperlinks and text in various fonts, sizes, styles, and tables (CIS 50) Demonstrate a basic understanding of the components and mechanics of a web page (GR DES 65)
4.	Learn basic design principles in Website development (CIS 50) Identify and apply basic design concepts and principles for web delivery (GR DES 65)
5.	Learn multimedia and interactivity elements; graphics, sound, video, and animation, on the Web (CIS 50) Apply color theory, composition, typography, and compressing graphics and other imagery effectively (GR DES 65)
6.	Identify the process of creating a Website by testing, publishing, marketing, and maintaining it (CIS 50) Acquire a domain name and web host and practice web file management. (We do require our students to use FTP to upload a website to the server environment) (GR DES 65)

EXIT SKILLS FOR (CIS 50 or GR DES 65)	ENTRANCE SKILLS FOR (CIS 70)							
		A	B	C	D	E	F	G	H
1		x							
2			x						
3				x					
4					x				
5						x			
6							x		
7									
8									