



# CURRICULUM COMMITTEE | AGENDA

Wednesday, September 4, 2013 | 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

Guido Davis Del Piccolo, <i>Chair</i>	Sandra Hutchinson	Karen Legg	Elaine Roque
Georgia Lorenz, <i>Vice Chair</i>	Maral Hyeler	Walt Louie	Jeffery Shimizu
Brenda Antrim	Josh Kanin	Walter Meyer	David Shirinyan
Teri Bernstein	Randal Lawson	Estela Narrie	Gary Taka
Sang Chi	Helen LeDonne	James Pacchioli	Toni Trives
Ida Danzey			Alex Van Dertol

**Interested Parties:**

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

**Ex-Officio Members:**

Eve Adler	Ty Moura
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## AGENDA

*(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:
  - Committee Orientation
  - Certification Training for Local Approval of Credit Stand-Alone Courses
  - [Annual Report 2012-2013](#)
- V. Information Items:
 

*(Course Updates)*

  - 1. BUS 5: Business Law
  - 2. HEALTH 6I: Medical Terminology
  - 3. KIN PE 43A: Beginning Soccer
  - 4. NURSNG 30L: Intermediate Medical-Surgical Nursing Laboratory 2
  - 5. NURSNG 50: Professional Role Transition
  - 6. NURSNG 50L: Professional Role Transition Lab

*\*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.*

## VI. Action Items:

*Consent Agenda:*

- a. Under “Additional Associate Degree in Nursing” requirements, adding the option of COM ST 11 as indicated in bold text –  
COM ST 35: Interpersonal Communication (formerly Speech 5) **or COM ST 11:  
Elements of Public Speaking (formerly Speech I)**
- b. ENGL 901: English Acceleration Support: course number changed to ENGL 990
- c. Addition of ANATMY 1: Human Anatomy and PHYS 3: Human Physiology as prerequisites -  
NURSNG 17: Pharmacological Aspects of Nursing.....7

*New Courses:*

- d. AHIS 5: Latin American Art History 1.....17
- e. AHIS 6: Latin American Art History 2.....21

*Global Citizenship:*

- f. AHIS 6: Latin American Art History 2.....25

*New Programs:*

- g. Associate in Arts-Transfer, Communication Studies.....26

## a. 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.*



# CURRICULUM COMMITTEE | MINUTES

Wednesday, May 29, 2013 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Tina Fleming	Walt Louie	Josh Sanseri
Georgia Lorenz, <i>Vice Chair</i>	Roberto Gonzalez	Walter Meyer	Deborah Schwyter
Brenda Antrim	Maral Hyeler	Estela Narrie	Jeffery Shimizu
Teri Bernstein	Randal Lawson	James Pacchioli	David Shirinyan
Ellen Cutler	Emily Lodmer	Elaine Roque	Gary Taka
Keith Fiddmont			

## Members Absent:

Jemal Hussein	Hasun Khan	Toni Trives	Julie Yarrish
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## Others Present:

Melanie Bocanegra	Judith Douglas	Patricia Ramos	Christine Schultz
Mary Colavito	Nancy Grass Hemmert	Greg Rutledge	Richard Tahvildaran-Jesswein
Frank Dawson	Jae Lee	Perviz Sawoski	Mark Tomasic
	Jennifer Merlic	Jean-Paik Schoenberg	

## MINUTES

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

### I. Call to order:

The meeting was called to order at 3:08 p.m.

### II. Public Comments\*:

None.

### III. Approval of Minutes:

The minutes of May 15, 2013 were approved as presented.

### IV. Chair's report:

- All the items approved by the Curriculum Committee on May 15, 2013 were approved by the Academic Senate on May 21, 2013.

### V. Information Items:

*(Course Updates)*

1. ACCTG 1 Introduction to Financial Accounting
2. ACCTG 2 Corporate Financial and Managerial Accounting
3. BIO 21 Cell Biology And Evolution
4. COUNS 15 Job Search Techniques
5. ECON 1 Principles Of Microeconomics
6. ECON 2 Principles Of Macroeconomics
7. LIBRARY 1 Library Research Methods

\*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.

## 8. RES TH 29 Neonatal And Pediatric Respiratory Therapy

**VI. Action Items:****Consent Agenda:**

COM ST 22 Introduction to Competitive Speech and Debate (course name change: pulled from “Information Items” and presented for Committee’s approval as a consent agenda item).

The motion passed unanimously.

**New Courses:**

- a. **SCI 10 Principles and Practice of Scientific Research** – presented by Mary Colavito, Melanie Bocanegra and Jennifer Merlic.

*Approved with the following changes:*

- SCI 10 is not applicable to the AS Degree -General Science.

**Motion made by:** Brenda Antrim  
The motion passed unanimously.

**Seconded by:** Teri Bernstein

**Prerequisite (UC-transferable science lab class)**

**Motion made by:** Brenda Antrim  
The motion passed unanimously.

**Seconded by:** Keith Fiddmont

**Prerequisite (Math 20)**

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

**Seconded by:** Keith Fiddmont

**Skills Advisory (ENGL 21B)**

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

**Seconded by:** Keith Fiddmont

- b. **DANCE 10 Fundamentals of Dance Technique** – presented by Mark Tomasic, Judith Douglas and Jae Lee.

*Approved with the following changes:*

- Student Learning Outcomes to be revised to exclude assessment methods.

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

**Seconded by:** Keith Fiddmont

- c. **DANCE 21B Intermediate Asian Pacific Dance Survey** (*pulled from agenda per request of Dance Department*)

- d. **DANCE 25B Intermediate African Dance** (*pulled from agenda per request of Dance Department*)

- e. **DANCE 26 Classical East Indian Dance** (*pulled from agenda per request of Dance Department*)

- f. **DANCE 26B Intermediate Classical East Indian** (*pulled from agenda per request of Dance Department*)

- g. **DANCE 27B Intermediate Brazilian Dance**– presented by Mark Tomasic, Judith Douglas and Jae Lee.

*Approved with the following changes:*

- Transfer to UC status changed to: pending
- Skills Advisory: Dance 27 removed and Prerequisite is only Dance 27
- Language in prerequisite worksheet (entrance and exit skills) to be revised

**Motion made by:** Toni Trives  
The motion passed unanimously.

**Seconded by:** Elaine Roque

**Prerequisite (Dance 27)**

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

**Seconded by:** James Pacchioli

- h. **DANCE 29B Intermediate Middle Eastern North African Dance** (*pulled from agenda per request of Dance Department*)

- i. **ENGL 901 English Acceleration Support** – presented by Jean Paik-Schoenberg

**Motion made by:** Randal Lawson

**Seconded by:** James Pacchioli

The motion passed unanimously.

- j. **MUSIC 69D Interpretation of 20th Century Piano Music**

*Approved with the following changes:*

- Music 69D is not a part of the SMC GE pattern
- Skills Advisory deleted
- Methods of Evaluation and Student Learning Outcomes to be revised

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

**Seconded by:** Brenda Antrim

**Prerequisite (Music 61B)**

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

**Seconded by:** Keith Fiddmont

- k. **TH ART 25 Introduction to Theatrical Sound** – presented by Perviz Sawoski and Greg Rutledge.

*Approved with the following changes:*

- Proposed start changed to Spring 2014
- TH ART 25 is not applicable to the Technical Theatre Department Certificate (this department certificate does not exist)

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

**Seconded by:** James Pacchioli

***(Distance Education)***

- l. **AHIS 18: Introduction to African Art History**– presented by Walter Meyer

**Motion made by:** Jeff Shimizu

**Seconded by:** Toni Trives

The motion passed unanimously.

**(Programs)**

- m. **Technical Theatre: Associate Degree and Certificate of Achievement** – presented by Perviz Sawoski.  
**Motion made by:** Elaine Roque                      **Seconded by:** Brenda Antrim  
 The motion passed unanimously.

- n. **Entertainment Promotion/Marketing Production: Associate Degree and Certificate of Achievement** – presented by Frank Dawson and Nancy Grass Hemmert.

*Approved with the following changes:*

- Title of the AS Degree and Certificate of Achievement changed to: “Entertainment Promotion/Marketing Production” (replacement of “and” with the “/” symbol)

**Motion made by:** Emily Lodmer                      **Seconded by:** Brenda Antrim  
 The motion passed unanimously.

- o. **Public Policy: Associate Degree and Certificate of Achievement** (*Update – addition of two elective courses*) – presented by Richard Tahvildaran Jesswein.

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

**VII. New Business:**

- p. **Authorization to submit non-substantive course updates for C-ID approval during summer intersession** (note: any updates will be information items on the first meeting agenda of the Fall)

**Motion:** To authorize the Chair and Vice Chair of the Curriculum Committee to submit non-substantive course updates for C-ID approval during summer intersession which will be information items on the first meeting agenda of the Fall semester.

**Motion made by:** Teri Bernstein                      **Seconded by:** Randal Lawson  
 The motion passed unanimously.

**VIII. Old Business:**

- q. Recency List (no update)
- r. Eligibility for English I advisory study (update)

There was a meeting on May 22, 2013. Based on the discussion at that meeting, the study will be designed in collaboration with Institutional Research.

**IX. Adjournment:**

The meeting was adjourned at 5:10pm.

# Santa Monica College

## Course Outline For NURSING 17, Pharmacological Aspects Of Nursing

Course Title: Pharmacological Aspects Of Nursing Units: 3  
Total Instructional Hours (usually 18 per unit): 54  
Hours per week (full semester equivalent) in 3 In-Class Lab: 0 Arranged: 0  
Lecture:

Date Submitted: May 2011  
Date Updated:  
Transferability: Transfers to CSU

Degree Applicability:  
Prerequisite(s): Anatomy 1, Physiology 3  
Pre/Corequisite(s): None  
Corequisite(s): None  
Skills Advisory(s): None

### I. Catalog Description

This as an introductory course in pharmacology designed to enable the student to recognize the various classes of drugs used in modern medicine. It includes a brief review of anatomy and physiology, how drugs exert their effects, the major indication for drug use, routes of administration, expected and adverse drug effects, precautions and contraindications. Emphasis is on prescription drugs, but over the counter medications are also included.

### 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. Pharmacology: Connections to Nursing Practice, 1st, Adams,, Pearson Publishing Company © 2009, ISBN: 0-13-152599-9
2. Friedman, M., Course Medication Drug List (this can be printed from an on-line web site).

### III. Course Objectives

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

1. Describe the appropriate indications and route of administration for the most common medications prescribed.
2. Describe potential side effects/adverse reactions of common medications, and the appropriate procedure for reporting these effects.

3. Assess factors that contribute to required changes to the common doses of medications.
4. Describe the various drug classifications for the most common medications prescribed.
5. Describe monitoring parameters utilized with medication therapy.
6. Describe the process medication manufactures utilized to obtain approval to market a medication.
7. Describe the differences between trade and generic names of medications.
8. Describe the various schedules of controlled substances, and describe the procedures utilized to assure diversion does not take place.
9. Differentiate the various branches of pharmacology: pharmacokinetics, pharmacotherapy, and toxicology.
10. Define the differences of prescription, nonprescription, controlled, and recreational drugs.
11. Describe the various different oral formulations of medications.
12. Describe how drug dosage forms and routes of administration affect drug absorption.
13. Describe the effect protein binding has on drug interactions.
14. Explain the significance drug half life has on the dosing schedule of a medication.
15. Compare the actions of agonist and antagonist medications.
16. Differentiate between drug potency and drug efficacy.
17. Describe the significance of a drug's therapeutic index.
18. Describe the effects various disease states have on a patient's response to medication therapy.
19. Describe how age, genetics, and sex affect a patient's response to medication therapy.
20. Explain how incompatibilities among parenteral drugs can alter a drug's pharmacologic activity.
21. Describe the difference between side effect and adverse effect.
22. Describe the process of developing a hypersensitivity reaction.
23. Identify critical components in obtaining a patient's medication history.
24. Explain how to evaluate therapeutic effects, adverse drug reactions, drug interactions, patient teaching, and patient compliance.
25. Describe the five rights associated with medication administration.
26. Differentiate among the various techniques of administering a parenteral medication.

**IV. Methods of Presentation:**

Discussion , Lecture and Discussion

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
4%	Orientation to Drugs



4%	Interaction of Drugs and Body Tissues
3%	Toxic Effects of Drugs and Chemicals
3%	Drug Abuse, Dependence, and Addiction
3%	Administration of Drugs
2%	Sedative/Hypnotics and Anti-Anxiety Agents
3%	Drugs Used in the Management of Mental Illness
1%	Alcohol and Alcoholism Management
2%	Psychomotor and Other Stimulants of the Central Nervous System
1%	Centrally Acting Skeletal Muscle Relaxants
2%	Drugs for Treating Parkinsons Disease
2%	Drugs for Treating Epilepsy
3%	Narcotic Analgesics and Antagonists
3%	Analgesics/Antipyretics
3%	Drugs Used in the Management of Inflammatory Disorders and Headaches
6%	Pharmacology of the Autonomic Nervous System
3%	Diuretics
3%	Treatment of Hypertension
3%	Treatment of Heart Failure
2%	Anti-Arrhythmic Drugs
3%	Drugs Used in Coronary Heart Disease
2%	Drugs for Reducing Elevated Plasma Lipids
3%	Drugs that Affect Blood Coagulation
3%	Drugs Treating Anemias
2%	Hypothalamic and Pituitary Gland Hormones
2%	Adrenocorticosteroids
2%	Female Sex Hormones
1%	Male Sex Hormones and Anabolic Agents
3%	Thyroid Therapy
3%	Treatment of Diabetes Mellitus

9%	Anti-Infective Therapy
3%	Antineoplastic Agents for Cancer Chemotherapy
3%	Treatment of Allergies
2%	Treatment of Respiratory Diseases
3%	Drugs Acting on the Digestive System
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
45 %	Exams/Tests
33 %	Quizzes
32 %	Written assignments
110 %	Total

**VII. Sample Assignments:**

1. We have reviewed several drug classes that are considered controlled substances. Discuss which drug class appears to you to have the greatest potential for abuse and the reason for their abuse.
2. Narcotics have several uses in addition to analgesia. Discuss the addiction potential for these agents when used for analgesia, antitussive, and antidiarrheal.

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**VIII. Student Learning Outcomes**

1. Enable the student to recognize the various classes of drugs used in modern medicine. Assessed by: Score of 75% or greater on the objective exams and quizzes
2. Review anatomy and physiology, how drugs exert their effects, the major indication for drug use, routes of administration, expected and adverse drug effects, precautions and contraindications. As assessed by: Score of 75% or greater on the objective exams and quizzes.

**Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)**

<b>Nursing 17: Pharmacological Aspects Of Nursing</b>
<b>Prerequisite:</b> Anatomy 1: Human Anatomy
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**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.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**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
	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
x	Type 6: Recency and other measures of readiness (miscellaneous)

### SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

### SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.

**TYPE 6, RECENCY AND OTHER MEASURES OF READINESS (MISCELLANEOUS):** Data must be collected according to sound research principles in order to justify such prerequisites.

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 17: Pharmacologic Aspects of Nursing)

A)	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
B)	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
C)	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
D)	Use surface features of the human body as landmarks to identify and evaluate underlying structures.

### EXIT SKILLS FOR (Anatomy 1: Human Anatomy)

1.	Clearly focus materials of a variety of sizes, thicknesses, and densities under a microscope.
2.	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
3.	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
4.	Demonstrate skills in observation, investigation and discovery using biological materials.
5.	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole

	human body.
6.	Exhibit manual dexterity in dissection and prepare clear dissections.
7.	Use surface features of the human body as landmarks to identify and evaluate underlying structures.

		ENTRANCE SKILLS FOR (Nursing 17: Pharmacologic Aspects of Nursing)									
		A	B	C	D	E	F	G	H	I	J
<b>EXIT SKILLS FOR (Anatomy 1: Human Anatomy)</b>	1										
	2	x									
	3		x								
	4										
	5			x							
	6										
	7				x						
	8										
	9										
	10										

## Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

<b>Nursing 17: Pharmacologic Aspects of Nursing</b>
<b>Prerequisite:</b> Physiology 3: Human Physiology
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
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.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### 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
	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
x	Type 6: Recency and other measures of readiness (miscellaneous)

### SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

### SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.

**TYPE 6, RECENCY AND OTHER MEASURES OF READINESS (MISCELLANEOUS):** Data must be collected according to sound research principles in order to justify such prerequisites.

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (enter course for which the prerequisite is proposed)

A)	Explain the major concepts of the cell including structure, function, and processes.
B)	Explain the major concepts of the cell and membrane physiology including membrane transport and cell communication.
C)	Explain the functional interrelationships of tissues, organs and organ systems of the human body within the framework of homeostasis.
D)	Apply physiological concepts to issues of human health and common pathologies.
E)	Understand and apply principles of the scientific process to physiological problems.
F)	Analyze experimental data while demonstrating logical and critical thinking skills.

### EXIT SKILLS FOR (Physiology 3: Human Physiology)

1.	Explain the major concepts of the cell including structure, function, and processes.
2.	Explain the major concepts of the cell and membrane physiology including membrane transport and cell communication.
3.	Explain the functional interrelationships of tissues, organs and organ systems of the human body within the framework of homeostasis.
4.	Apply physiological concepts to issues of human health and common pathologies.

5.	Effectively use and apply lab techniques, methods and equipment related to the fields of physiology.
6.	Understand and apply principles of the scientific process to physiological problems.
7.	Conduct experiments and record and display data appropriately.
8.	Analyze experimental data while demonstrating logical and critical thinking skills.
9.	Compose appropriate scientific reports.
10.	Use basic computer technology in the field of physiology.

		<b>ENTRANCE SKILLS FOR (Nursing 17: Pharmacologic Aspects of Nursing)</b>									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR Physiology 3: Human Physiology	1	x									
	2		x								
	3			x							
	4				x						
	5										
	6					x					
	7										
	8						x				
	9										
	10										





**Santa Monica College**

The following table describes the number of successful enrollments in NURSNG 17 courses from fall 2009 through fall 2011. These cohorts include only students enrolled during the fall and spring semesters. The Success Rate is calculated by dividing the number of A, B, C, CR, and P grades by the total number of A, B,C, CR, P, D, F, NC, I, NP and W grades. "RD" (report delayed) grades are not included in the analysis.

NURSNG 17 Cohorts	Fall 2009 -Fall 2011		
	Successful	Attempted	Success Rate
Completed ANAT 1 <i>and</i> PHYS 3 prior to enrollment <sup>1</sup>	151	212	71.2%
Completed ANAT 1 <i>or</i> PHYS 3 prior to enrollment <sup>2</sup>	188	288	65.3%
Did not complete ANAT 1 or PHYS 3 prior to enrollment	106	221	48.0%
All Students (Unduplicated)	294	509	57.8%

<sup>1</sup> An independent samples t-test indicated a statistically significant difference (p=.000) between the mean NURSNG 17 grade score of students who enrolled in both ANAT 1 and PHYS 3 (2.86) and the mean grade score for students who did not enroll in both courses (2.28). Means were computed by assigning a number value to each student's NURSNG 17 grade where A=4, B=3, C=2, D=1, F=0 and where P, NP, IX and W are excluded.

<sup>2</sup> Independent samples t test indicated a statistically significant difference(p=.000) between the mean NURSING 17 grade scores of students who enrolled in at least one of either PHYS 3 or ANAT 1 (2.80) and those who did not (2.20).

## Santa Monica College New SMC Course

### Expanded Course Outline for AHIS 5 - Latin American Art History 1

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	5
Full Course Title	Latin American Art History 1
Catalog Course Description	This course surveys the art, architecture, and visual culture of Latin America from pre-history up until European contact. Art objects and monuments from select ancient civilizations of Mexico, Central America, and South America will be placed within their historical, cultural, social, and political contexts.
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
(pending review)	

<ul style="list-style-type: none"> <li>• IGETC Area 3: Arts and Humanities             <ul style="list-style-type: none"> <li>○ 3A: Arts</li> </ul> </li> </ul>	
<b>CSU GE Area:</b>	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages             <ul style="list-style-type: none"> <li>○ C1 - Arts, Dance, Music, Theater</li> </ul> </li> </ul>	
<b>SMC GE Area:</b>	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE)             <ul style="list-style-type: none"> <li>○ Area III: Humanities</li> </ul> </li> </ul>	
<b>Comparable Transfer Courses:</b>	
<ul style="list-style-type: none"> <li>• <b>California Community College</b> Citrus College Pre-Columbian Art Art 106</li> <li>• <b>UC</b> UC Los Angeles Introduction to Pre-Columbian Art Art History 55B</li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Art <b>AA-T Degree</b> -Art History
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify, examine, and assess representative works of art and architecture from the art historical periods and varied cultures in Mexico, Central and South America covered in this course employing appropriate art historical terminology.	
2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.	
3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the historical periods and varied cultures covered in this course.	
4. Examine and analyze the influence of geography and interaction of cultures in the art of Mexico, Central and South America.	
5. Compare and contrast the various cultures studied and highlight major areas of similarity and difference.	
<b>Course Content</b>	
50%	Mesoamerica: Olmec, Cultures of Middle to Late Formative, West

	Mexico, Teotihuacan, Zapotec, Classic Maya, Classic Veracruz, Toltec, Aztec, Spanish Contact
50%	South America: Pre-Ceramic Period, Chavin, Paracas, Nasca, Moche, Tiwanaku, Wari, Chimu, Inca, & European Contact
Total: 100%	
<b>Methods of Presentation</b>	
Opt Heading	
Methods	Field Trips Group Work Lecture and Discussion Projects Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation In class participation in instructor led assignments</li> <li>• 40% - Exams/Tests 2 exams, primarily essay and short answer.</li> <li>• 20% - Final exam Primarily essay and short answer</li> <li>• 10% - Group Projects 1-2 collaborative learning projects</li> <li>• 20% - Papers 1-2 formal writing assignments</li> <li>• 5% - Quizzes 1-5 in class or take home quizzes.</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Coe, Michael & Rex Koontz. <i>Mexico from the Olmecs to the Aztecs</i> , 7th ed. Thames & Hudson, 2013, ISBN: 0500290768.	
2. Miller, Mary. . <i>Art of Mesoamerica from Olmec to Aztec</i> , 5th ed. Thames & Hudson, 2012, ISBN: 9780500204146.	
3. Stone-Miller, Rebecca. <i>Art of the Andes from Chavin to Inca</i> , 3rd ed. Thames & Hudson, 2012, ISBN: 0500204152.	
<b>Assignments</b>	
Sample Assignment	
Compare and contrast two objects or monuments from different and distinct cultures in a formal written 3-5 page essay.	

<p>Visit a local museum that contains objects related to this course and write a 3-5 page paper that compares and contrasts the artwork to at least one work covered in the course from a similar culture and time period. Use the vocabulary of art to describe what you are looking at and consider how it might relate to the uses and functions of objects studied in the course.</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>1. Explain the contextual role of culture as it relates to the content, form, iconography, and aesthetics of Latin American art.</p>	
<p>2. Produce examples from the arts of this class and explain how art was not only a receptor of culture, society and environment but also a participant in its creation.</p>	
<p><b>Minimum Qualification</b></p>	
<p>Minimum Qualifications:</p>	<p>Art History (Masters Required)</p>
<p><b>Library</b></p>	
<p>List of suggested materials has been given to librarian?</p>	<p>Yes</p>
<p>Library has adequate materials to support course?</p>	<p>Yes</p>
<p>Additional Comments/Information</p>	
<p><b>Attached Files</b></p>	
<p><a href="#">AHIS5library</a></p>	

## Santa Monica College New SMC Course

### Expanded Course Outline for AHIS 6 - Latin American Art History 2

Course Cover	
Discipline	AHIS-ART HISTORY
Course Number	6
Full Course Title	Latin American Art History 2
Catalog Course Description	This course is an introductory survey of the art, architecture, and visual culture of Latin America from the colonial to the contemporary period. The course examines the introduction and adaption of European artistic models in the Americas as well as the transformation of American art as a result of the conquest, analyzing a variety of materials and media including urban planning, religious and secular architecture, painting, sculpture, manuscript drawings and prints from the colonial period (1492-1820). Students study materials from the 19th century--examining the role of the arts in building independent nations--and from the 20th and 21st centuries, focusing on modern and contemporary art.
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
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	54.00

Hours	
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• IGETC Area 3: Arts and Humanities             <ul style="list-style-type: none"> <li>○ 3A: Arts</li> </ul> </li> </ul>	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages             <ul style="list-style-type: none"> <li>○ C1 - Arts, Dance, Music, Theater</li> <li>○ C2 - Humanities</li> </ul> </li> </ul>	
SMC GE Area:	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE)             <ul style="list-style-type: none"> <li>○ Area III: Humanities</li> </ul> </li> </ul>	
<b>Comparable Transfer Courses:</b>	
<ul style="list-style-type: none"> <li>• <b>California Community College</b> El Camino College Art History of Mexico, Central and South America from Pre-History to the present ART 7</li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Art <b>AA-T Degree</b> -Art History
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> Eligibility for English 1	

<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Distinguish pre- and post-conquest art of indigenous people of Latin America and describe the different ways in which Europeans practiced conquest and colonization in the new world and how that impacted artistic production and consumption.	
2. Document artistic development in the Americas explaining the effect of religion and commerce paying particular attention to maps, print culture, and architecture.	
3. Chronicle the use of the visual arts in the creation of national cultures after the respective revolutions.	
4. Demonstrate an understanding of the various ways that race configured in different colonial and later national settings and how European, Asian, indigenous, and African communities overlapped and merged together.	
5. Discuss the ways non-Europeans were subjects and producers of Latin American art and the implications of these representations of race and identity.	
6. Relate the genre of landscape to the visual colonization of the region.	
7. Describe the ways art was used to promote new identities for women and non-Europeans as well as to keep those identities static.	
8. Document the development of different Modernisms in Latin America in the early 20th century	
9. Report on contemporary art practices in the late 20th and early 21st centuries.	
<b>Course Content</b>	
10%	Introduction and overview to latin American and art history definitions and principles.
18%	16th Century Latin America: Indigenous cultures and European colonizers
18%	17th & 18th Century Latin America: Baroque art and architecture including Mexico & Brazil
18%	19th Century independence movements including Mexico, Peru, Brazil, & the Caribbean nations.
18%	20th Century democracies and dictatorships including Venezuela, Chile, Argentina, Brazil & Mexico.
18%	Late 20th & Early 21st Centuries- Globalization and emerging economies
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Field Trips Group Work Lecture and Discussion Projects Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 5% - Class Participation</li> </ul>



	<ul style="list-style-type: none"> <li>• In class assignments</li> <li>• 40% - Exams/Tests 2 exams that are primarily essay and short answer</li> <li>• 25% - Final exam Primarily essay and short answer</li> <li>• 5% - Group Projects 1-2 collaborative group projects</li> <li>• 20% - Papers 1-2 formal writing assignments</li> <li>• 5% - Quizzes 1-5 in class or take home quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Nikos Kotsopoulos. <i>Contemporary Art in Latin America</i> , 1 ed. World Art, 2010, ISBN: 190615564X.	
2. Edward Luci-Smith. <i>Latin American Art of the 20th Century</i> , 2 ed. Thames & Hudson, 2004	
3. John Scott. <i>Latin American Art: Ancient to Modern</i> , ed. University Press, Florida, 2000, ISBN: 0813018269.	
<b>Assignments</b>	
Sample Assignment	
Compare and contrast two objects or monuments from different and distinct cultures in a formal written 3-5 page essay.	
Visit a local museum that contains objects related to this course and write a 3-5 page paper that compares and contrasts the artwork to at least one work covered in the course from a similar culture and time period. Use the vocabulary of art to describe what you are looking at and consider how it might relate to the uses and functions of objects studied in the course.	
<b>Student Learning Outcomes</b>	
1. Explain the contextual role of culture as it relates to the content, form, iconography, and aesthetics of Latin American art.	
2. Produce examples from the arts of this class and explain how art was not only a receptor of culture, society and environment but also a participant in its creation.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Art History (Masters Required)
<b>Library</b>	

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
<b>Global Citizenship Application</b>	
Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>The production of visual culture is always interconnected to political, ecological, economic, social, political and technological systems. The study of art history is also inherently inter-disciplinary, examining how these various systems work in producing a visual culture while also seeing how visual expression acts and informs on the other systems.</p> <p>Latin America is an incredibly diverse artistic geography which uniquely lends itself to a global perspective with myriad of global influences: Asian, African, North American, European, along with the varied and unique indigenous populations.</p> <p>Central and South America continue to be significant on the global stage and will only increasing in importance in the coming years.</p>

## Communication Studies Associate in Arts for Transfer (AA-T)

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

Students pursuing the Associate in Arts in Communication Studies for Transfer will demonstrate, through written and oral academic work, knowledge of communication principles, concepts, and theories and be prepared to pursue further study in communication studies or a similar major at the baccalaureate level at the California State University.

This Associate degree for Transfer involves satisfactory completion of a minimum of 60 CSU-transferable semester units with an overall average grade of C or higher including the semester units of the area of emphasis (articulated below) and fulfillment of CSU GE, or IGETC. Students transferring to CSU must complete IGETC Area 1C. Each course in the area of emphasis must be completed with a grade of C or higher, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063). Note: while a minimum GPA of 2.0 (C) is required for admission, some CSU majors/campuses may require a higher GPA. Consult with a counselor for more information. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at [www.smc.edu/articulation](http://www.smc.edu/articulation).

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

### Area of Emphasis

<b>Required Core: (3 units)</b>		<b>Units</b>
COM ST 11	Elements Of Public Speaking	3
 <b>Select two of the following (6 units):</b>		<b>Units</b>
COM ST 16	Fundamentals Of Small Group Discussion	3
COM ST 21	Argumentation	3
COM ST 35	Interpersonal Communication	3
 <b>Select two of the following (6 units): Any course not already used above and/or:</b>		<b>Units</b>
COM ST 12	Persuasion	3
COM ST 14	Oral Interpretation Performing Literature Across	3
COM ST 37	Intercultural Communication	3
ENGL 2	Critical Analysis And Intermediate Composition	3
FILM 1	Film Appreciation Introduction To Cinema	3
MATH 54	Elementary Statistics	4
MEDIA 1	Survey of Mass Media Communications	3
PSYCH 5	The Psychology Of Communication	3
 <b>Select one of the following: (3 units) Any course not already used above or any one of the following:</b>		<b>Units</b>
ANTHRO 2	Cultural Anthropology	3
COM ST 13	Voice And Diction	3
COM ST 31	Research Methods for Communication Studies	3

ENGL 2	Critical Analysis And Intermediate Composition	3
HIST 1	History Of Western Civilization 1	3
HIST 2	History Of Western Civilization II	3
JOURN 1	The News	3
PSYCH 1	General Psychology	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1S	Introduction To Sociology - Service Learning	3

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**Total Units for Area of Emphasis: 18**