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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, October 16, 2013 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

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

Interested Parties:

Jamey Anderson	Jonathan Cohanne	Mona Martin	Linda Sinclair
Maria Bonin	Kiersten Elliott	Steven Myrow	Sal Veas
Patricia Burson		Katharine Muller	Chris Young

Ex-Officio Members:

Eve Adler	Ty Moura

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:

Course Updates:

1. ANATMY 1 Human Anatomy
2. ANATMY 2 Advanced Human Anatomy
3. ART 20A Drawing 1
4. BIOL 2 Human Biology

VI. Action Items:

Consent Agenda:

a. Removal of the prerequisite of pre-enrollment audition on TH ART 43 and TH ART 44 and addition of Skills Advisory of TH ART 41 or 42……..…8

**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.*

b. Change in hours and units for Dance 32: Ballet 2 and Dance 42: Contemporary Modern Dance 2 (increase from 1 unit course meeting 3 hours/week to a 2 unit course meeting 4 hours/week)

New Courses:

c. ENERGY 3 Commercial Building Science……..10

Distance Education:

d. POL SC 31 Introduction to Public Policy……..21

VII. Old Business:

5. Curriculum Committee Reconfiguration Discussion

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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1900 Pico Boulevard
Santa Monica, CA 90405
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CURRICULUM COMMITTEE I MINUTES

Wednesday, October 2, 2013 I 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Sang Chi	Karen Legg	Elaine Roque
Georgia Lorenz, *Vice Chair*	Sandra Hutchinson	Walter Meyer	Jeffery Shimizu
Brenda Antrim	Maral Hyeler	Estela Narrie	David Shirinyan
Teri Bernstein	Hasun Khan	James Pacchioli	Toni Trives

Members Absent:

Ida Danzey	Randal Lawson	Walt Louie	Alex Van Dertol
Josh Kanin	Helen LeDonne	Gary Taka	

Others Present:

Brenda Benson*	Lisa Farwell	Ebrahim Jahangard	Aned Muniz
Alan Emerson	Tina Fleming	Moya Mazorow	Kyle McGrath
			Jesse Ramirez

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 3:10pm.

II. Public Comments:
None.

III. Approval of Minutes:
The minutes of September 18, 2013 were approved as presented.

IV. Chair's report:
- All the items approved by the Curriculum Committee on September 18, 2013 were approved by the Academic Senate on September 24, 2013.
- The Chair welcomed Jesse Ramirez, student trustee, and Tina Fleming, Associated Students representative (back to the Committee).

V. Information Items:

(Courses approved for UC Transferability)

1. FILM 40 Cinematography (3 units)
2. LIBR 1 Library Research Methods (1 units)
3. MUSIC 69D Interpretation of 20th Century Piano Music (2 units)
4. MUSIC 79A Jazz Improvisation (2 units)
5. SCI 10 Principles and Practice of Scientific Research (2 units)

**for Jeff Shimizu/Randal Lawson*

6. TH ART 25 Introduction to Theatrical Sound (3 units)

VI. Action Items:

Consent Agenda:

a. Revision to Associate in Arts-Transfer (AA-T), Communication Studies (See Appendix-A)

Motion Made By: David Shirinyan **Motion Seconded By:** Maral Hyeler
The motion passed unanimously.

New Courses:

b. **ITAL 4 Intermediate Italian 2** – presented by Aned Muniz.

Motion Made By: Brenda Benson **Motion Seconded By:** Elaine Roque
The motion passed unanimously.

Prerequisite (Italian 3)

Motion Made By: Elaine Roque **Motion Seconded By:** Estela Narrie
The motion passed unanimously.

c. **MATH 49 Beginning and Intermediate Algebra for Statistics and Finite Mathematics** (course number changed by department request at meeting**)** – presented by Alan Emerson, Ebrahim Jahangard and Moya Mazorow.

Motion Made By: Elaine Roque **Motion Seconded By:** Toni Trives
The motion passed unanimously.

Prerequisite (Math 84 or Math 85)

Motion Made By: Brenda Antrim **Motion Seconded By:** Maral Hyeler
The motion passed unanimously.

Math 49 to be added as a prerequisite to Math 20, 21, 32 & 54

Motion Made By: Brenda Antrim **Motion Seconded By:** Estela Narrie
The motion passed unanimously.

d. **PSYCH 7 Research Methods in Psychology** – presented by David Shirinyan.

Motion Made By: Sang Chi **Motion Seconded By:** Maral Hyeler
The motion passed unanimously.

Prerequisite (Psych 1, Math 54)
Skills Advisory (Eligibility for English 1)

Motion Made By: Brenda Antrim **Motion Seconded By:** James Pacchioli
The motion passed unanimously.

VII. Old Business:

7. Curriculum Committee Reconfiguration Discussion: The Chair and Vice Chair presented data that had been collected in response to the Committee's feedback at the

meeting of September 18, 2013. The data showed approximate percentage of each department's offerings in the total schedule of classes, approximate number of active courses and approximate number of full-time faculty in each department. The Committee suggested that the Chair show the various possible reconfigurations to the Department Chairs at the Chairs/Coordinators meeting on Friday, October 4, 2013, so that the Department Chairs could present the information to their departments, with the understanding that feedback be presented back to the Curriculum Committee, in order that a decision can be reached before Spring 2014.

VIII. Adjournment:

The meeting was adjourned at 4:52pm.

APPENDIX-A

Communication Studies Associate in Arts for Transfer (AA-T)
Area of Emphasis

Required Core: (3 units)		**Units**
COM ST 11	Elements Of Public Speaking	3

Select two of the following (6 units):		**Units**
COM ST 16	Fundamentals Of Small Group Discussion	3
COM ST 21	Argumentation	3
COM ST 35	Interpersonal Communication	3

Select two of the following (6 units): **Any course not already used above and/or:**		**Units**
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~~ (removed: mistake)	~~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

Select one of the following: (3 units) **Any course not already used above or any one of the following:**		**Units**
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~~ (moved up AND "or")	~~History Of Western Civilization 1~~	~~3~~
~~HIST 2~~ (moved up AND "or")	~~History Of Western Civilization II~~	~~3~~
JOURN 1	The News	3
~~PSYCH 1~~ (moved up)	~~General Psychology~~	~~3~~
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1S	Introduction To Sociology - Service Learning	3

Total Units for Area of Emphasis: 18

PID 182

REVISED 9/25/2013

Communication Studies Associate in Arts for Transfer (AA-T)
Area of Emphasis

Required Core: (3 units)		**Units**
COM ST 11	Elements Of Public Speaking	3

Select two of the following (6 units):		**Units**
COM ST 16	Fundamentals Of Small Group Discussion	3
COM ST 21	Argumentation	3
COM ST 35	Interpersonal Communication	3

Select two of the following (6 units): **Any course not already used above and/or:**		**Units**
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
HIST 1	History Of Western Civilization 1	3
or		
HIST 2	History Of Western Civilization II	3
MATH 54	Elementary Statistics	4
MEDIA 1	Survey of Mass Media Communications	3
PSYCH 1	General Psychology	3
PSYCH 5	The Psychology Of Communication	3

Select one of the following: (3 units) **Any course not already used above or any one of the following:**		**Units**
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
JOURN 1	The News	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1S	Introduction To Sociology - Service Learning	3

Total Units for Area of Emphasis: 18

PID 182

Prerequisite / Corequisite Checklist and Worksheet

(Theatre Arts 43 and Theatre Arts 44)

Skills Advisory: TH ART 41 or TH ART 42 or Equivalent

SECTION 1 - CONTENT REVIEW: 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.

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(Th Art 43 AND 44)**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Ability to break down a scene into Units and Objectives
B)	Ability to create a ground plan and blocking for a scene
C)	Ability to use appropriate levels of energy and volume
D)	Ability to demonstrate skills for building a character
E)	Ability to demonstrate clarity of diction

EXIT SKILLS (objectives) FOR **(Th Art 41 & Th Art 42)**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Ability to break down a scene into Units and Objectives
2.	Ability to create a ground plan and blocking for a scene
3.	Ability to use appropriate levels of energy and volume
4.	Ability to demonstrate skills for building a character
5.	Ability to demonstrate clarity of diction

		ENTRANCE SKILLS FOR (Th Art 43 AND Th Art 44)							
EXIT SKILLS FOR (Th Art 41 & Th Art 42)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for ENERGY 3 - Commercial Building Science

Course Cover	
Discipline	ENERGY-ENERGY EFFICIENCY
Course Number	3
Full Course Title	Commercial Building Science
Catalog Course Description	This course examines energy efficiency concepts as they apply to reductions in energy consumption for commercial buildings. Assessment of building performance related to design, construction, and operation will be analyzed. Students will differentiate between various gas and electric rate options, HVAC systems and types of high-intensity lighting. Load profiles, calculating return on investment, and life-cycle cost of commercial building energy retrofit measures are explored.
Rationale	
Rationale	EE3, Commercial Building Science, follows on the heels of EE1 (Introduction to Energy Efficiency Auditing) and EE2 (Residential Building Science) by building on the same core concepts but as they are applied to commercial buildings such as office buildings and retail establishments. The goal is to ready students for potential careers as building technicians, or in facilities management, facilities engineering, green building design, energy auditing, building simulation, architecture, sustainability, resource management, government and utility positions in building design, building safety, energy management, and code compliance.
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: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)

Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	108.00
Load Factor	0.88
Load Factor Rationale	This is a career technical course with a laboratory component.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transferability
Does NOT transfer to CSU or UC
SMC GE Area:
Does NOT satisfy any area of SMC GE:

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Sustainable Technology - Energy Efficiency **Certificate of Achievement** -Sustainable Technology - Energy Efficiency **Department Certificate** -Energy Science

Pre/Corequisites & Advisories

Skills Advisory
ENERGY 1

Skills Advisory
ENERGY 2

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Compute commercial electricity and gas bills from metered data
2. Identify advantages and disadvantages of adopting smart grid technologies and participating in utility demand response programs
3. Identify the advantages and disadvantages of various HVAC system choices in

building design	
4. Collect and analyze building monitoring data	
5. Construct a building simulation model to estimate energy use to recommend energy improvements	
6. Calculate the return on investment and life-cycle cost of building envelope energy efficiency measures	
Course Content	
5%	Source and site energy use; source options for commercial building energy
10%	Comparing AC systems options
10%	Comparing domestic hot water system types
10%	Comparing different heating options, including methods of waste heat recovery, solar air heating, and passive design
5%	Estimating energy points and related LEED points due to energy system changes in design of a new commercial building
10%	Analyzing the performance of a finished or designed building and relating it to an energy or sustainability rating system
10%	Energy benchmarking or measuring and comparing building performance; computing a building's Energy Star rating.
5%	Defining building science and commercial building performance
5%	Identifying end-use categories of commercial energy use; depicting the load profiles of each end-use in a multi-graphic format
10%	Using a building energy simulation program to model a building's energy use
10%	Identifying commercial rate options, including recognition of the demand component of an electric bill.
10%	Use of day-lighting in building design
Total: 100%	
Lab Content	
100%	Study of field identification of HVAC systems (VAV, Constant Volume, fan-coil; reciprocating compressors, centrifugal compressors, screw and scroll compressors) Evaluation of a small building by using a Building Simulation Model (e.g., DOE's eQuest building simulation model) varying three parameters and evaluating energy efficiency. Evaluation of high intensity discharge vs. other lighting sources in terms of energy use, light quality, convenience, and life cycle costing.

Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Field Trips Lab Lecture and Discussion Observation and Demonstration
Other Methods	Hands-on exercises; homework assignments and readings of technical material
Methods of Evaluation	
Methods	• 5% - Class Participation • 5% - Class Work • 30% - Final exam • 10% - Homework • 20% - Lab Reports • 10% - Papers • 10% - Quizzes • 10% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Landsberg, Dennis, R., Lord, Mychel R. , Carlson, Steven, Goldner, Fredric . *3. Energy Efficiency Guide for Existing Commercial Buildings: The Business Case for Building Owners and Managers*, ed. American Society of Heating, Refrigerating and Air-Conditioning Engineers, 2009, ISBN: 13-978-193374.	
2. National Center for Construction Education and Research. *Building Auditor (Level Two)*, First ed. ed. Syracuse, NY: CONTREN, 2010, ISBN: 13:978-0-13-2.	
Software	
1. DOE2 eQuest. Department of Energy/California Energy Commission, 2.1E or later ed. A free download is available for eQuest software that addresses building modelling in California, and is used by the industry for demonstrating energy efficiency in dewsign in new construction.	
Assignments	
Sample Assignment	
Download and install eQuest from the website http://doe2.com/equest/ that offers the model approved by the California Energy Commission.	

Using given parameters, define a base building model and determine the expected energy use of the building. Print out and submit the Compliance form required by Title 24 Energy Codes.

Given a data stream from a time-of-use electric utility meter, graph the data in a weekly, monthly , and annual load profile. Explain the concept of demand metering and compute an electric bill (rough approximation) using measured kW and kWh data, and compare to billed data from the utility. Explain the difference, if any, in the estimated and actual bills.

Lab:

Identify and characterize the physical properties of various High-Intensity Discharge (HID) light sources including: High Pressure Sodium, Metal Halide, and Mercury Vapor. Compare and contrast these sources with conventional incandescent, fluorescent, and LED sources.

Lab:

Measure pipe flow rate in a closed fluid loop system using an ultrasonic flow sensor. Outline the procedure for use of an ultrasonic flow sensor and its importance in determining HVAC system energy efficiency.

Lab:

Using recording light level sensors, develop a procedure to estimate energy savings achievable by introducing occupancy sensors into a commercial building space.

Exercise:

Using a set of recording temperature sensors, develop a procedure to place sensors in a constant volume air distribution system to determine savings achievable by installing an HVAC economizer control
system.

Student Learning Outcomes

1. Demonstrate how energy efficiency concepts are applied to commercial construction and operation by describing existing commercial construction types, various HVAC systems and efficiency principles related to commercial property development, ownership and operation.

2. Identify generic types of commercial electricity and gas rates and billing, as well as computing actual utility bills from basic measure values of consumption, demand, and reactive load to gauge the student's technical understanding and facility with real-world rate structures and options. Familiarization with commercial scale smart grid technologies and demand response programs will be evaluated.

3. Identify commercial lighting and HVAC systems by type and relate these to energy

efficiency improvements.	
Minimum Qualification	
Minimum Qualifications:	Building Maintenance Construction Management Engineering (Masters Required) Physical Sciences (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
Attached Files	
Library Materials advisory worksheet	

Prerequisite / Corequisite/Advisory Checklist and Worksheet

Energy Efficiency 3

Skills Advisory: ENERGY 1 and ENERGY 2

SECTION 1 - CONTENT REVIEW: 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.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite/Advisory Worksheet

ENTRANCE SKILLS FOR **ENERGY 3**

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Reasonable facility with the English Language
B)	Reasonable understanding of basic math skills: multiplication and division, addition and subtraction
C)	Reasonable familiarity with use of the computer for developing reports
D)	Reasonable facility with spreadsheets: able to open an Excel spreadsheet and enter data
E)	Ability to identify modes of energy transfer into and out of a building
F)	Ability to distinguish and compute power and energy calculations given formulae and data
G)	Understanding of the concept of energy balance with respect to a buildings temperature
H)	Ability to identify basic end uses of energy in the built environment

EXIT SKILLS (objectives) FOR **ENERGY 1 AND ENERGY 2**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Ability to identify modes of energy transfer into and out of a building (EE1)
2.	Ability to distinguish and compute power and energy calculations given formulae and data (EE1)
3.	Understanding of the concept of energy balance with respect to a building's temperature (EE2)
4.	Ability to identify basic end uses of energy in the built environment (EE1, EE2)
5.	Ability to benchmark a building and compute carbon dioxide impact on the environment. (EE1, EE2)
6.	Ability complete the tasks involved in performing a blower door (air leakage) test of a home (EE2)
7.	Ability to identify efficiency rating criteria for lighting, HVAC, water heating, and appliances (EE1)
8.	Ability to use measurement tools specific to energy efficiency trades (EE2)

	ENTRANCE SKILLS FOR ENERGY 3								
EXIT SKILLS FOR ENERGY 1 and 2		A	B	C	D	E	F	G	H
	1					X			
	2						X		
	3							X	
	4								X
	5								
	6			X					
	7								
	8			X					

modified 09/26/2012

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for POL SC 31 - Introduction to Public Policy

Course Cover	
Discipline	POL SC-POLITICAL SCIENCE
Course Number	31
Full Course Title	Introduction to Public Policy
Cross Listed Course	
Catalog Course Description	This course is an introduction to public policy. The course covers core topics in American public policy and focuses on institutions, policy actors, and major theoretical models. In addition, the course covers the nature and practice of policy analysis in order to demonstrate how to employ evaluative criteria in substantive policy areas.
Rationale	
Rationale	Update for Program Review
Proposal Information	
Proposed Start	Year: 2012 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
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)

Grading Methods	Letter Grade or P/NP

Transfer/General Ed

Transferability

Transfers to UC

IGETC Area:

- IGETC Area 4: Social and Behavioral Sciences
  - 4H: Political Science, Government & Legal Institutions

CSU GE Area:

- CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
  - D8 - Political Science, Government, and Legal Institutions

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
  - Area II-B: Social Science (Group B)

Comparable Transfer Courses:

- **UC**
  UC Riverside
  Public Policy (UCR) PBPL 001 (UCR)

Program Applicability

Designation	
Proposed For	

Pre/Corequisites & Advisories

Prerequisite

Skills Advisory
ENGL 1

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Define and explain the concept of public policy.
2. Identify the structures of policymaking in American government.
3. Explain the politics behind particular policy choices.
4. Demonstrate an understanding of the politics of budgeting and the allocation of public resources pertaining to public policies.
5. Evaluate policy changes.
6. Evaluate cost-benefit analyses pertaining to public policies.
7. Identify and evaluate ethical analyses of substantive contemporary public policies.

8. Write critically about a substantive American public policy (local, state, and/or national).	
Course Content	
10%	What is Public Policy
10%	The Structure of Policymaking in American Government
10%	Explaining Policy Choices
10%	Agenda Setting and Public Policy
10%	Legitimating Policy Choices
10%	Organizations and Implementation
10%	Budgeting: Allocation and Public Policy
10%	Evaluation and Policy Change
10%	Evaluating Substantive Policy Issues: Economic, Tax, Health, Income Maintenance, Education, Energy and the Environment, Defense and Law Enforcement, Social.
10%	Policy Analysis: Cost-Benefit Analysis and Ethical Analysis
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other Methods	films, small group discussions
Methods of Evaluation	
Methods	• 30% - Final exam • 30% - Quizzes 3 Quizzes • 60% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Peters, Guy B. *American Public Policy: Promise and Performance*, 9th ed. U of Pittsburgh, 2012, ISBN: 9781452218717.	
2. Kraft, Michael, Furlong, Scott. *Public Policy: Politics, Analysis, and Alternatives*, 4th ed. Green Bay: U of Wisconsin, 2012, ISBN: 9781452202747.	
3. Dye, Thomas R. *Understanding Public Policy*, 14th ed. Boston: Pearson, 2012, ISBN: 9780205238828.	
4. Simon, Christopher A. *Public Policy: Preferences and Outcomes*, 2nd ed. Pearson, 2009, ISBN: 9780205744824.	
5. Clemons, Randy S., McBeth, Mark K. *Public Policy Praxis: A Case Approach for Understanding Policy and Analysis*, 2nd ed. Boston: Pearson, 2008, ISBN: 9780136056522.	

Assignments
Sample Assignment
Students will be required to keep a written academic journal that chronicles their reflections on class readings and discussions. Each week students will respond in the journal to a question posed by the instructor such as, “Select a public policy issue at the county level and write an argument for or against the policy.” 1. Students will work in groups to develop a law or regulation in response to a current public need or problem.

Student Learning Outcomes
1. Exhibit, through their behavior and course work, strong academic behaviors, including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code, as well as a heightened sense of personal efficacy and civic responsibility, evidenced by their regular attendance, participation in class activities, and their awareness of their rights and duties as citizens of their community, their country, and the wider world.
2. Demonstrate through oral and/or written work knowledge of the course content: the basic public policy concepts including policy choices and agenda setting, the structure and evaluation of policy making, cost benefit analysis, and ethical analysis.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that critically evaluate how policy is developed and the effectiveness of select contemporary policies.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Minimum Qualification	
Minimum Qualifications:	Political Science (Masters Required)

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Additional Comments/Information	

Distance Education Application	
Delivery Methods	Online/Web-based

Distance Education Quality	
Quality	Course objectives have not changed

Assurance	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	Instructor will participate in threaded discussions with students weekly. Instructor will also be available via email and in weekly online office hours (live chat) to respond to student questions. A discussion board will be available for students to post general questions and comments about material, course requirements, assignments, and other relevant topics; both students and instructor will be able to respond to posts on this board.
Student-Student Interaction	Students will be expected to participate in threaded discussions weekly. Participation in these discussions will include commenting on the work of classmates. Students will also consult with one another on policy-specific projects. A discussion board will be available for students to post general questions and comments about material, course requirements, assignments, and other relevant topics; both students and instructor will be able to respond to posts on this board.
Student-Content Interaction	Students will spend 3-4 hours per week on the course, viewing lecture slides, posting to threaded discussions, completing exams

	and other assignments. The instructor will also incorporate videos (e.g., documentary films), news segments, YouTube clips, and other multimedia tools that will help the students make a connection between the text, the lectures and discussion, and the real-world of public policy-making.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Students will interact with their classmates and the instructor in the live online office hours chat room at least one time during the semester. This is to allow the instructor to have at least one more personal and individualized interaction with each student, allowing them to get to know each other in a way similar to what would be experienced in an on-ground class.	2%
Discussion Boards	Threaded discussions will ask questions related to the course lectures and reading assignments. The purpose of these discussion is to allow students to interact with the instructor and each other, and to to reinforce and introduce topics.	20%
Online Lecture	Students will view PowerPoint presentations and/or videos that support and emphasize the key concepts from the readings.	20%
Project Presentation	Students will undertake original research into a policy area of their choosing, and will share (via PowerPoint, Prezi, or other presentation sharing tools) the results of their research with the class.	20%
Exams	Students will complete at least one midterm and one final, both of which will involve essay writing and multiple choice questions.	30%
Other (describe)	Quizzes - quizzes will provide an opportunity for students to check their comprehension in advance of exams in a low stakes way.	8%

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

The content of the online version of this course is the same as the on-ground version. The course begins with an introduction to the theories of public policy analysis and the policymaking process, followed by units focused on specific policy areas. Students will complete assigned readings each week in a public policy textbook. Lectures will be delivered via PowerPoint. To facilitate discussion after the lectures, the instructor will

pose questions relevant to the week's material for the students to think about and respond to on the discussion boards. Students will also take quizzes on the material on a regular basis, as well as at least one midterm exam and one final exam. Students will also engage in original research in a policy area of their choosing. There will be at least one required public policy textbook.
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.)
The instructor will be familiar with the DE platform used by the college, e.g. eCollege. The instructor would know how to post lectures and videos, create discussion boards, and build exams in such a way as to minimize the possibility for academic dishonesty. The instructor should keep up with advances in DE by taking workshops and utilizing FAC 101. The instructor will also take the appropriate steps to ensure that the course is ADA compliant.
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.)
Links to the eCollege help desk, counseling, financial aid, the library, bookstore, and tutoring would be provided for students. As this course will include a research component, there will be particular emphasis to informing students of the online research capabilities of the SMC library.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
The instructor will work with the relevant staff members in DE and the DSC to ensure that the course is ADA compliant. This will include captioning graphics, videos, and other necessary materials. Only accessible texts will be used.
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.).
Objective: Identify the structures of policymaking in American government. Assignment: 1) Read chapter 5 (Federalism and State Policies: Institutional Arrangements and Policy Variations) in the Dye text. 2) Observe the PowerPoint lecture for chapter 5. 3) Answer the following question on the discussion board: In their implementation of policy, do the states parallel the federal government? In the policy area you have chosen to study, at which level, state or federal government, is the key policymaking done? 4) Respond to the posts of at least two of your classmates.
Assessment Best Practices

20%-**Quizzes** - Students will take regular multiple choice quizzes on the readings and lectures.
20%-**Discussion Boards** - Students will respond to questions posed by the instructor on the discussion boards each week; they will also respond to postings made by their classmates.
30%-**Exams** - Students will take at least one midterm and one final exam, which may include multiple choice, short answer, and essay questions, as appropriate to assess the students understanding the theories, processes, and policies studied in the course.
30%-**Project** - Students will do a research project related to a specific policy area. This project will give students the opportunity to apply a theory of public policy to a real-world public policy problem.

Attached Files

No Files attached