CURRICULUM COMMITTEE ▌ AGENDA

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Wednesday, May 6, 2015 ▌ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Ida Danzey	Karen Legg	Rizwan Rashid (AS)
Georgia Lorenz, *Vice Chair*	Ron Furuyama	Walt Louie	Elaine Roque
Terrin Adair-Lynch	Sandra Hutchinson	Jenny Merlic	David Shirinyan
Brenda Antrim (non-voting)	Maral Hyeler	Eric Minzenberg	Mark Tomasic
Sang Chi	William Konya	Estela Narrie	Toni Trives
Caitlin Corker (AS)	Helen LeDonne	James Pacchioli	Odemaris Valdivia

Interested Parties:

Jamey Anderson	Jonathan Eady (AS)	Steven Myrow	
Maria Bonin	Kiersten Elliott	Linda Sinclair	Chris Young
Patricia Burson	Katharine Muller	Sal Veas	

Ex-Officio Members:

Eve Adler   Ali Khan

A G E N D A

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

V.   Information Items:

        Course Updates:
        1. GR DES 65 Web Design 1
        2. ART 13 3-D Design
        3. ART 20B Drawing 2
        4. ASTRON 2 Planetary Astronomy
        5. ESL 17 Intermediate Reading Skills
        6. POL SCI 51 / PHILOS 51 Political Philosophy
        7. SOCIOL1 Introduction to Sociology
        8. SOCIOL 1s Introduction to Sociology – Service Learning
        9. SOCIOL 2 Social Problems
        10. SOCIOL 2s Social Problems – Service Learning
        11. SOCIOL 31 Latinas/os in Contemporary Society

VI.   Action Items:

        Consent Agenda—changes in prerequisites:

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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.

1

New Course:

Distance Education:

VII.   Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Rebecca Weiland (x. 4844) if you are unable to attend this meeting.

SANTA MONICA COLLEGE ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, April 1, 2015 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Ron Furuyama	Walt Louie	James Pacchioli
Georgia Lorenz, *Vice Chair*	Sandra Hutchinson	Jenny Merlic	Rizwan Rashid (AS)
Terrin Adair-Lynch	William Konya	Eric Minzenberg	David Shirinyan
Sang Chi	Helen LeDonne	Estela Narrie	Mark Tomasic
Caitlin Corker (AS)	Karen Legg	Elaine Roque	Toni Trives
			Odemaris Valdivia

Members Absent:

Brenda Antrim (non-voting)	Ida Danzey	Maral Hyeler

Others Present:

Michael Schwartz	Simon Balm	Cara Thompson

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 3:11pm.

II. **Public Comments*:**
None.

III. **Approval of Minutes:**
The minutes of March 18, 2015 were approved with corrections to attendance and the approval of minutes section.

IV. **Chair's report:**
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on 3/31/2015.
- Guido reported on the discussions being held by the bachelor's degree curriculum subcommittee.
- Jennifer Merlic provided an update on the proposed bachelor's degree.

V. **Information Items:**

Course Updates:
1. ANTHRO4 Methods of Archaeology

VI. **Action Items:**

New Courses:
a. ASTRON 9 Astrophysics with Calculus (prerequisites MATH 8 and [PHYSICS 8 or 21]) – presented by Michael Schwartz and Simon Balm
Approved with change in course title.
Motion made by: Eric Minzenberg   **Seconded by:** David Shirinyan
The motion passed unanimously.

*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. GEOL 94/ GEOG 94 Introduction to Geoscience Field Methods (prerequisites [SCI 10 OR GEOL 4 OR GEOG 5] Skills Advisory: Eligibility for English 1) – presented by Cara Thompson
Approved with minor edits to phrasing in Course Content.
Motion made by: Rizwan Rashid (AS)   **Seconded by:** Eric Minzenberg
The motion passed unanimously.

Program Revisions:

      c. Anthropology Associate in Arts for Transfer (AA-T) – presented by Eric Minzenberg
Approved with minor edits to phrasing.
Motion made by: Terrin Adair-Lynch   **Seconded by:** James Pacchioli
The motion passed unanimously.

VII.   **New Business:**
Letter to CCCCO regarding Music AA-T and Computer Science AS-T.

VIII.   Adjournment
The meeting adjourned at 4:22pm.

Santa Monica College

Course Outline For
GRAPHIC DESIGN 66, Web Design 2

Course Title: Web Design 2   Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 64
                        and GR DES 65
                        and GR DES 61
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   **Catalog Description**

This design course builds on the design concepts and fundamentals covered in Graphic Design 65 and focuses on best practices for the design and production of responsive websites. Design issues such as design process, understanding the user, web typography and design prototyping will be addressed. Technical topics include HTML5, CSS3, responsive web design, embedded fonts and media. Students will design and create a website from start to finish utilizing the skills learned in this course.

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. HTML and CSS: Design and Build Websites , 11st Edition, Jon Duckett, Wiley © 2011, ISBN: 978-1118008188

III.   **Course Objectives**

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

1. Identify the different issues in delivering content to different screen sizes and devices
2. Develop a basic understanding of designing for the user.
3. Create effective site maps, sketches, and wireframes.
4. Create visual design of an effective responsive website.
5. Build a responsive website and successfully launch it live to a server.
6. Demonstrate an understanding of how to be a self-learner and how to learn from others.
7. Demonstrate ability to effective critique and evaluate own design and other designers? work.

IIIb.   Arranged Hours Objectives:
Upon completion of this course, the student will be able to:

1. Identify and apply an intermediate understanding of HTML and CSS coding.

IV.   Methods of Presentation:
Group Work , Lecture and Discussion , Projects , Critique

IVb.   Arranged Hours Instructional Activities:
Other (Specify)
Other Methods: The student will participate in online video tutorials and recommended resources related to intermediate HTML/CSS.

V.   Course Content

% of course	Topic
10%	Design Process
20%	Responsive Web Design
20%	Visual Design
10%	Web Typography
30%	HTML5 and CSS3
10%	Presentation and critique of projects
100%	Total

Vb.   Lab Content:

% of course	Topic
50%	Critiques

50%	Team exercises
100%	Total

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

Percentage	Evaluation Method
60 %	Projects - Midterm Project 30% Final Project 30%
10 %	Class Participation
30 %	Class Work - Assignments
100 %	Total

Additional Assessment Information:

1. 90-100% = A
2. 80-89% = B
3. 70-79% = C
4. 60-69% = D
5. Below 60% = F

VII.   **Sample Assignments:**

Assignment 1: Create sketches for the 3 pages of your midterm project. Taking in consideration that "sketching is where creating the basic concept is done," start sketching the layout for your midterm project. Keeping in mind "mobile first," start sketching the layout. What elements are most important and should be included for the mobile user?

Assignment 2: Keeping in mind "mobile first," and referring to the sketches you made earlier, create wireframes for the 3 pages of your midterm project.

VIII.   **Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate intermediate conceptual and technical knowledge of the web design process by producing a commercial-quality website.
3. Using a set of design and technical criteria, effectively critique own website and website projects done by peers.

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite: GR DES 64; Digital Imaging For Design I

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

GR DES 65; Web Design 1
GR DES 61; User Experience Design

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here:** **Complete the Prerequisite Worksheet**

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

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

    o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(GR DES 66 – Web Design 2)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Save files in various formats
B)	Demonstrate use of basic functions of tools in the toolbox
C)	Convert file to various color modes: bitmap, grayscale, RGB, CMYK.
D)	Define/understand image, screen and output resolution basics.
E)	Combine multiple images into one file with copy and paste.
F)	Utilize menu features.
G)	Discuss basic terminology of image processing
H)	

EXIT SKILLS (objectives) FOR **(GR DES 64; Digital Imaging For Design I)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Save files in various formats
2.	Demonstrate use of basic functions of tools in the toolbox
3.	Convert file to various color modes: bitmap, grayscale, RGB, CMYK.
4.	Define/understand image, screen and output resolution basics.
5.	Combine multiple images into one file with copy and paste.
6.	Utilize menu features.
7.	Discuss basic terminology of image processing
8.	

		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 64	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite GR DES 61; User Experience Design

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

GR DES 64; Digital Imaging For Design I

GR DES 65; Web Design 1

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
List schools here:
Complete the Prerequisite Worksheet

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

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 66 – Web Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Utilize UX methodologies and tools at an intermediate level.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project.
4.	Create effective prototype of project based on user research.
5.	Utilize UX methodologies and tools at an intermediate level.
6.	
7.	
8.	

EXIT SKILLS FOR GR DES 61		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite Checklist and Worksheet

GR DES 66 – Web Design 2

Prerequisite: GR DES 65; Web Design 1

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

GR DES 64; Digital Imaging For Design I

GR DES 61; User Experience Design

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
List schools here:
Complete the Prerequisite Worksheet

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

modified 09/26/2012

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Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 66 – Web Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply basic design concepts and principles for web design.
B)	Apply grid, color, navigation, composition, and typography for contemporary web design effectively.
C)	Demonstrate a basic understanding of the anatomy of a web page.
D)	Demonstrate an understanding of web hosting, file management, and file transfer protocol (FTP).
E)	Develop understanding of the concept of target audience and its importance to design.
F)	Demonstrate understanding of design process and successfully create a site map.
G)	Optimize images and other graphics effectively.
H)	Utilize HTML and CSS to build a working website and successfully launch it live to a server.

EXIT SKILLS (objectives) FOR **GR DES 65 – Web Design 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply basic design concepts and principles for web design.
2.	Apply grid, color, navigation, composition, and typography for contemporary web design effectively.
3.	Demonstrate a basic understanding of the anatomy of a web page.
4.	Demonstrate an understanding of web hosting, file management, and file transfer protocol (FTP).
5.	Develop understanding of the concept of target audience and its importance to design.
6.	Demonstrate understanding of design process and successfully create a site map.
7.	Optimize images and other graphics effectively.
8.	Utilize HTML and CSS to build a working website and successfully launch it live to a server.

		ENTRANCE SKILLS FOR GR DES 66							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 65	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

modified 09/26/2012

Santa Monica College

Course Outline For
GRAPHIC DESIGN 67, Web Design 3

Course Title: Web Design 3   Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 66
                             and GR DES 61
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   **Catalog Description**

This advanced project-based web design course builds on the design concepts and technical knowledge acquired in Graphic Design 66 and focuses on designing and building a commercial-quality website. Working in teams, students will participate in the design and production of a medium-sized website. Students will go through the design process from research to launch and discuss how to best work with a client. Technical issues addressed include HTML and CSS, content management systems, responsive design, and site maintenance. Students will conceptualize, design, and produce a complete commercial-quality website.

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. Responsible Responsive Design, 1st, Jehl, Scott, A Book Apart © 2014, ISBN: 978-1-937557-16-4

III.   **Course Objectives**

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

1. Analyze client and user needs and requirements and produce a website that?s compatible for different screen sizes.
2. Use effective research, user experience, and design to create a commercial-quality website.
3. Work successfully as a team member and as part of a team.
4. Demonstrate how to effectively communicate with a client.
5. Demonstrate ability to effective critique and evaluate own design and other designers? work.
6. Develop an intermediate understanding of user experience design.
7. Implement audio/video and animation on a website.
8. Build a responsive website and successfully launch it live to a server.

IIIb. Arranged Hours Objectives:
Upon completion of this course, the student will be able to:

1. Identify and apply an understanding of advanced topics such as content management systems and frameworks.

IV. Methods of Presentation:
Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

IVb. Arranged Hours Instructional Activities:
Other (Specify)
Other Methods: The student will participate in online video tutorials and recommended resources related to advanced topics such as content management systems and frameworks.

V. Course Content

% of course	Topic
20%	Working with clients
10%	Frameworks
30%	HTML + CSS
20%	Content management systems
10%	Team work and project management
10%	Presentation and critique of projects
100%	Total

Vb. Lab Content:

% of course	Topic
50%	Critiques
50%	Team exercises
100%	Total

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

Percentage	Evaluation Method
55 %	Projects - Mid-term Project 25% Final Project 30%
20 %	Group Projects
5 %	Class Participation
20 %	Other - Assignments
100 %	Total

1. 90-100% = A
2. 80-89% = B
3. 70-79% = C
4. 60-69% = D
5. Below 60% = F

VII.   Sample Assignments:

Assignment 1: Create a working prototype of a 3-page responsive website using a framework like Bootstrap.

Assignment 2: As a team, design and build a 12-15 page commercial-quality website utilizing a content management system.

VIII.   Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Implement advanced conceptual and technical knowledge of the web design process by producing a commercial-quality website.
3. Plan, organize, and collaborate with a team to design and create a commercial-quality website.

Prerequisite Checklist and Worksheet

GR DES 67 – Web Design 3

Prerequisite GR DES 61; User Experience Design
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
GR DES 66; Web Design 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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU) Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. **List schools here:** **Complete the Prerequisite Worksheet**
X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …) **Complete the Prerequisite Worksheet**

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 67 – Web Design 3**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Utilize UX methodologies and tools at an intermediate level.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project.
4.	Create effective prototype of project based on user research.
5.	Utilize UX methodologies and tools at an intermediate level.
6.	
7.	
8.	

		ENTRANCE SKILLS FOR GR DES 67							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite Checklist and Worksheet

GR DES 67 – Web Design 3

Prerequisite GR DES 66; Web Design 2

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

GR DES 61; User Experience Design

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.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
List schools here:
Complete the Prerequisite Worksheet

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

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 67 – Web Design 3**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify the different issues in delivering content to different screen sizes and devices.
B)	Create visual design of an effective responsive website.
C)	Utilize HTML and CSS to build a responsive website and successfully launch it live to a server.
D)	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
E)	Demonstrate an understanding of how to be a self-learner and how to learn from others.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 66 – Web Design 2**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the different issues in delivering content to different screen sizes and devices.
2.	Create visual design of an effective responsive website.
3.	Utilize HTML and CSS to build a responsive website and successfully launch it live to a server.
4.	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
5.	Demonstrate an understanding of how to be a self-learner and how to learn from others.
6.	
7.	
8.	

		ENTRANCE SKILLS FOR GR DES 67							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 66	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College

Course Outline For
GRAPHIC DESIGN 75, Mobile Design 1

Course Title: Mobile Design 1   Units: 3.00

Total Instructional Hours (usually 18 per unit): 90

Hours per week (full semester equivalent) in Lecture: 2.00   In-Class Lab: 1.00   Arranged: 2.00

Date Submitted: March 2012
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s):   GR DES 61
                         and GR DES 66
Pre/Corequisite(s):   None
Corequisite(s):   None
Skills Advisory(s):   None

I.   **Catalog Description**

This design course focuses on designing for mobile touchscreen interfaces including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement low-fidelity design prototypes of apps for mobile devices. Projects will cover best practices for designing for mobile devices and will cover the basics of mobile app prototyping including design process, interface design, and interaction design patterns. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.

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. <u>Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps</u>, 1st, Fling, Brian, O'Reilly Media © 2009
2. <u>Mobile First. A Book Apart</u>, Wroblewski, Luke, - © 2011, ISBN: 978-1-937557-

III.   **Course Objectives**

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

1. Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2. Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3. Create a concept and strategy for implementing a mobile design.
4. Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
5. Integrate mobile design best practices.
6. Apply effective visual design to the mobile environment.
7. Identify the variety of mobile design tools and technologies.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:

1. Students will demonstrate an understanding of how to prototype design for a mobile app.

IV. **Methods of Presentation:**
Lab , Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

IVb. **Arranged Hours Instructional Activities:**
Other , Other (Specify)
Other Methods: The student will participate in online video tutorials and recommended resources related to prototyping.

V. **Course Content**

% of course	**Topic**
5%	Defining the project
15%	Concept and strategy
15%	Information Architecture: flow charts and wireframes
10%	Mobile app design best practices
10%	Visual design for mobile
10%	Mobile design patterns
10%	Mobile design tools and technologies
10%	Design Prototyping
5%	Final project review and revise
10%	Presentation and critique of projects

100%	Total

Vb.   **Lab Content:**

<u>% of course</u>	<u>Topic</u>
50%	Critiques
50%	Team exercises
100%	Total

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

<u>Percentage</u>	Evaluation Method
30 %	Projects - Midterm Project
10 %	Class Participation
30 %	Class Work - Weekly Assignments
30 %	Final exam - Final Project
100 %	Total

VII.   **Sample Assignments:**

1. Assignment 1: Select a mobile app and critique it based on the criteria discussed in the course. Create a flow chart and wireframe for a re-design of the mobile app.
2. Assignment 2: Complete design comps for a mobile app. Present design comps to class. Make design revisions based on class feedback and implement a low-fidelity prototype of the mobile app.

VIII.   **Student Learning Outcomes**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Successfully create a concept and strategy for implementing a mobile app.
3. Demonstrate knowledge and ability to create an effective visual design for the mobile environment.

Prerequisite Checklist and Worksheet

GR DES 75 – Mobile App Design 1

Prerequisite GR DES 61; User Experience Design

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

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

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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	
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Complete the Prerequisite Worksheet

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

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

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Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 75 – Mobile App Design 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Successfully manage and present a design process and solution as a group presentation.
F)	Work successfully as part of a team.
G)	Utilize UX methodologies and tools at an intermediate level.
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project..
4.	Create effective prototype of project based on user research..
5.	Successfully manage and present a design process and solution as a group presentation.
6.	Work successfully as part of a team.
7.	Utilize UX methodologies and tools at an intermediate level.
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite Checklist and Worksheet

GR DES 75 – Mobile App Design 1

Prerequisite GR DES 66; Web Design 2

Other prerequisites, corequisites, and advisories also required for this course:
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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	
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Complete the Prerequisite Worksheet

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

modified 09/26/2012

32

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

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- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 75 – Mobile App Design 1**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify the different issues in delivering content to different screen sizes and devices.
B)	Develop a basic understanding of designing for the user.
C)	Create effective site maps, sketches, and wireframes.
D)	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
E)	Demonstrate an understanding of how to be a self-learner and how to learn from others.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **GR DES 66 – Web Design 2**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the different issues in delivering content to different screen sizes and devices.
2.	Develop a basic understanding of designing for the user.
3.	Create effective site maps, sketches, and wireframes.
4.	Demonstrate ability to effective critique and evaluate own design and the work of other designers.
5.	Demonstrate an understanding of how to be a self-learner and how to learn from others.
6.	
7.	
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 66	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for AUTO 47 - Suspension and Steering

Course Cover	
Discipline	AUTO-AUTOMOTIVE TECHNOLOGY
Course Number	47
Full Course Title	Suspension and Steering
Catalog Course Description	This is a course in the principles of automotive suspension, steering systems, and four-wheel suspension alignment. Topics include the two types of steering systems that are widely used in today?s consumer vehicles: rack-and-pinion steering, and ?recirculating ball? or ?worm gear? steering, also known as conventional. This course prepares students for entry-level positions or advanced training in automotive suspension and steering systems, with the opportunity to acquire marketable skills in wheel alignment, and the testing, diagnosis, and repair of steering and suspension systems.
Rationale	This class complements the existing automotive classes in maintenance, electrical, and braking. It will enable students to be more well-rounded in automotive technology and better prepared for entry-level jobs in this industry.
Proposal Information	
Proposed Start	Year: 2015 Semester: Fall
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Lab Hours	Min: 0
Arranged Hours	Min: 0
Total Sem Hours	90.00
Load Factor	0.88
Load Factor Rationale	Course is lecture, demonstrations and hands-on work
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:	

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**Department Certificate** -Department Certificate in Automotive Technology

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins
2. Disable and enable supplemental restraint system (SRS)
3. Inspect rack and pinion steering gear inner tie rod ends (sockets) and bellows boots
4. Determine proper power steering fluid type; inspect fluid level and condition
5. Flush, fill, and bleed the power steering system
6. Inspect for power steering fluid leakage; determine necessary action
7. Remove, inspect, replace, and adjust power steering pump drive belt
8. Inspect and replace power steering hoses and fittings
9. Inspect pitman arm, relay (center link/intermediate) rod, idler arm and mountings, and steering linkage damper
10. Inspect tie rod ends (sockets), tie rod sleeves, and clamps
11. Inspect upper and lower control arms, bushings, and shafts
12. Inspect and replace rebound and jounce bumpers
13. Inspect track bar, strut rods/radius arms, and related mounts and bushings
14. Inspect upper and lower ball joints (with or without wear indicators)
15. Inspect suspension system coil springs and spring insulators (silencers)
16. Inspect suspension system torsion bars and mounts
17. Inspect and replace front stabilizer bar (sway bar) bushings, brackets, and links
18. Inspect strut cartridge or assembly and front strut bearing and mount
19. Inspect rear suspension system lateral links/arms (track bars), control (trailing) arms

Course Content	
10%	Chassis Types, Design and Safety
10%	Tires, Rims and Pre-Alignment Inspection
10%	Wheel Bearing and Hub Assemblies; Alignment Principles
10%	Drive Axles; Front, Rear, AWD, Camber, Caster, Toe, Thrust
5%	CV and Plunge Joints; Theory and Service
10%	Steering System Components and Alignment Diagnosis
15%	Alignment Diagnosis and Service
5%	Shocks and Struts
5%	Steering Gears: Recirc. Ball, Rack & Pinion
5%	Steering Gears: Rear Systems
5%	Noise, Harshness, Vibration, (N.H.V.) Studies
5%	Structural Damage Diagnosis

5%	Tire Pressure Monitoring Systems
Total: 100%	

Methods of Presentation	
Methods	Lab Lecture and Discussion Observation and Demonstration

Methods of Evaluation	

Methods	• 15% - Class Participation
	• 35% - Class Work
	   Lab workshops (including personal learning experiences, observation and participation)
	• 15% - Exams/Tests
	• 15% - Final exam
	• 20% - Lab Reports
	   NATEF/ATECH Lab Sheet Completion
	• 100% - Total

Appropriate Textbooks
Textbooks
1. Ejavec/Thompson . *Automotive Technology (A System Approach)*, 6 ed. Cengage Learning, 2015, ISBN: 9781133612315.
Software
1. AllDataPro Online Automotive Technical Resource. ALLDATA, 2015 ed. OEM (original equipment manufacturer) service and repair information for 1982-to-current vehicles.

Assignments
1. Answer the Review Questions and ASE-Style Review Questions for Chapter 45 in Section 7 of the text, Suspension and Steering Systems. 2. In groups of 4-5 students, describe the five steps in diagnosing a suspension system, and be prepared to identify suspension components using the ATECH Suspension & Steering Demonstrator.

Student Learning Outcomes
1. Pass with 70% or more the standardized test created by the ASE (Automotive Service Excellence).
2. Perform each of the job sheet tasks developed by the NATEF (National Automotive Technician Education Foundation)
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and automotive technology and their personal lives.

Minimum Qualification

Santa Monica College
New SMC Course
Expanded Course Outline for ENGL 61 - Introduction to the Fairy Tale

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	61
Full Course Title	Introduction to the Fairy Tale
Catalog Course Description	This course is a survey of the history, scholarship, and transformations of the fairy tale. The course includes a thematic approach to the first fairy tale collections, examination of notable criticism, and a review of modern reinventions in literature, film, and new media.
Rationale	Introduction to the Fairy Tale adds another foundational course to the English Department offerings and complements current SMC courses in mythology and the Bible as literature. These foundational courses empower students to identify the ways in which pre-modern stories continue to inform modern literature. Introduction to the Fairy Tale takes a critical look at how stories from oral tradition were transformed as they were put into print and how modern fairy tales recover the adult audiences of the original tales. This course emphasizes research and close reading, and it introduces students to critical theories that can be applied not just to fairy tales but to stories of all kinds. As an English course, Introduction to the Fairy Tale will prepare students for advanced literary studies at SMC and transfer schools; as a Humanities course, it will provide an elective choice that engages students and enriches their understanding of all the arts, as well as psychology and history. This course also adds to SMC?s Distance Education program an appealing and transferable elective. THIS COURSE WILL BE CROSSLISTED AS HUMANITIES 61.
Proposed Start	Year: 2016 Semester: Winter
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to UC (pending review) Transfers to CSU	

IGETC Area:
(pending review) • IGETC Area 3: Arts and Humanities   o 3B: Humanities

CSU GE Area:
(pending review) • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages   o C2 - Humanities

SMC GE Area:
• GENERAL EDUCATION PATTERN (SMC GE)   o Area III: Humanities

Comparable Transfer Courses:
• **UC** UC Santa Cruz Introduction to the Fairy Tale LIT 61K

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Liberal Arts, Arts and Humanities

Pre/Corequisites & Advisories
Prerequisite ENGL 1

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Describe how the fairy tale was shaped by early collectors and the process of taking stories from oral traditions and repurposing them in anthologies for particular audiences.
2. Identify criticism that interprets fairy tales culturally, psychologically, and politically.
3. Consider the importance of fairy tale ancillaries, such as scholarly indexes and artistic illustrations.
4. Analyze the ways in which fairy tales have been appropriated by the entertainment industry both to appeal to contemporary consumers and to influence them.
5. Discuss recent reinventions of fairy tales by artists working in a multitude of forms, including fiction, poetry, film, and new media.

Course Content	
20%	History and early collectors: Readings from the Brothers Grimm, Hans Christian Andersen, Charles Perrault, and others and

	discussion of their methods and purposes in putting stories from oral tradition into print. Consideration of the introduction of illustration to these tales and the influence visual representation has on the reader.
20%	Themes: Discussion of the major themes in fairy tales, such as coming of age, transformation, justice and judgment, loyalty, romantic love, cleverness, and humility. Practice in using the Stith Thompson Motif-Index of Folk-Literature.
20%	Notable scholars and approaches: Reading and discussion of Vladimir Propp, Bruno Bettelheim, Jack Zipes, Maria Tatar, and others. Discussion of various critical approaches to the fairy tale, including psychoanalytic, reader-response, and feminist readings.
20%	Disneyfication: Location of Walt Disney within the history of collectors and adapters of fairy tales. Discussion of the fairy tale transition from print to film. Investigation of the impact Disney's fairy tale vision has on American culture and his appeal to contemporary consumers.
20%	Recent reinventions in literature, film, and alternative media: Exploration of contemporary visual representations of fairy tales from print to film to the Internet. Reading and discussion of recent written reinventions of fairy tales by current authors.
Total: 100%	

Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Projects
Other Methods	Film and video

Methods of Evaluation	
Methods	• 30% - Class Participation Threaded discussions, journal, and group activities • 20% - Exams/Tests Midterm and final exams • 25% - Papers Literary analysis essays that explore historical texts and modern adaptations • 25% - Projects Annotated bibliography, presentations, and portfolios • 100% - Total

Appropriate Textbooks	
Textbooks	
1. Tatar, Maria, Ed.. *The Classic Fairy Tales*, Norton Critical ed. Norton, 1999	
2. Bernheimer, Kate, Ed.. *My Mother She Killed Me. My Father He Ate Me: Forty New*	

Fairy Tales, ed. Penguin Books, 2010
3. Schonwerth, Franz Xaver von., Ed.. *The Turnip Princess and Other Newly Discovered Fairy Tales*, ed. Penguin Books, 2015, ISBN: 0143107429.

Assignments

Sample Assignment

1. In an essay, compare an older version of a fairy tale to recent adaptation in literature, art, film, or new media. Discuss the changes that have been made to the original in order to suit the purposes of the new storyteller and his or her audience.
2. Choose a well-known fairy tale and compile an annotated bibliography summarizing peer-reviewed criticism of the fairy tale from several critical perspectives, such as historical, cultural, psychological, and political approaches.

Student Learning Outcomes

1. Identify, analyze, and critique the structure and themes of the fairy tale and articulate several critical approaches to it.

2. Describe the history of the fairy tale and the ways it has been transformed and adapted through oral storytelling, printed literature, art, film, and new media to suit different cultural contexts and purposes.

Minimum Qualification

Minimum Quals:	English (Masters Required)

Library

Library has adequate materials to support course?	Yes

http://library.smc.edu/new/research/topics/fairy_tales.htm

Distance Ed
Distance Education Application

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

Distance Education Quality

Quality 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 Course objectives have not changed
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	Instructors will interact with students every weekday via written lectures and embedded videos and screencasts, course announcements, threaded discussions, gradebook comments, and email.
Student-Student Interaction	Students will interact with each other at every login via threaded discussions, group activities, and email.
Student-Content Interaction	Students will interact with content every time they log in to the course. They will be instructed to log in at least five times a week. They will read and watch lectures, do assigned readings, write journal entries, and take quizzes and exams.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Students will read and watch lectures created and curated by the instructors.	30%
Discussion	Every unit will introduce a new threaded discussion on assigned readings and materials. In the discussion, students will practice critical thinking, clear writing, and thoughtful interaction.	30%
Exams	Midterm and final exams.	20%
Written assignments	Students will draft literary essays, participate in workshops with classmates, and submit final version for evaluation.	20%

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

Each of the five major units of the course will consist of weekly discussions and written assignments on the readings assigned. The percentages indicated in the Course Content also apply to the online version and suggest the allocation of time for each unit in the course of the semester.

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 need proficiency in the colleges' existing online learning management system as well as training in online pedagogy and experience in teaching an online class. The existing technology of eCollege is adequate for this proposed course.

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.)

Students will have access to an online help desk as well as online services for the library and disabled student services.

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.

Instructors will consult with the Disabled Student Serviced High-Tech Training Center if there is any doubt that materials included in the course are properly captioned or accessible to screen readers. Testing accommodations will be provided to students who qualify.

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.).

A threaded discussion will focus on comparing different versions of the same tale published by early collectors. The instructor will post specific questions and follow-up comments about the changes to stories as they were repurposed for print and directed at different audiences. Students will respond to instructor prompts and to others' comments a week's time. Students will be expected to post substantive comments and return to the discussion to see how it has developed throughout the week.

Assessment Best Practices
20%-**Threaded discussions** - Instructors will score student responses to instructors' questions and to classmates' contributions to general class threaded discussions. 20%-**Journal entries** - Students will make individual journal entries responding to critical questions about assigned course readings and materials, which will be reviewed and scored by instructors. 20%-**Formal papers** - Instructors will score and offer feedback to students on formal written assignments. 40%-**Exams** - Instructors will administer online midterm and final exams that cover content.
Attached Files
Eng 1 prereq form

Prerequisite / Corequisite Checklist and Worksheet

English 27
Prerequisite: English 1; Reading & Composition 1

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 **English 27**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Ability to read college level texts.
B)	Ability to paraphrase and summarize academic discourse, reflecting clear understanding of the material read.
C)	Ability to read and synthesize information from multiple sources so that they can generate a clear and coherent thesis from their reading.
D)	Ability to properly and appropriately incorporate and document textual evidence in their writing according to standard conventions of MLA style format.
E)	Ability to locate information in the library and conduct thorough research of a topic using electronic and print databases.
F)	Ability to recognize plagiarism and avoid it in their writing.

EXIT SKILLS (objectives) FOR **English 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Ability to paraphrase and summarize academic discourse, reflecting clear understanding of the material read.
2.	Ability to read and synthesize information from multiple sources so that they can generate a clear and coherent thesis from their reading.
3.	Ability to evidence a writing style and a writing voice that are sensitive and appropriate to audience and to the purpose of the writing occasion.
4.	Ability to understand the principles of the writing process so that they generate and organize ideas efficiently, revise their papers for clarity of concepts, and edit them for style.
5.	Ability to write essays that use appropriate standard rhetorical modes to support the thesis and that incorporate textual evidence from multiple sources.
6.	Ability to properly and appropriately incorporate and document textual evidence in their writing according to standard conventions of style, such as MLA. APA, and Chicago formats.
7.	Ability to locate information in the library and conduct thorough research of a topic using electronic and print databases.
8.	Ability to recognize plagiarism and avoid it in their writing.

		ENTRANCE SKILLS FOR ENGL 27							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ENGL 1	1		X						
	2			X					
	3								
	4								
	5								
	6				X				
	7					X			
	8						X		

Santa Monica College
New SMC Course
Expanded Course Outline for GR DES 76 - Mobile Design 2

Course Cover	
Discipline	GR DES-GRAPHIC DESIGN
Course Number	76
Course Title	Mobile Design 2
Catalog Course Description	This design course focuses on designing apps for mobile touchscreen devices including smartphones and tablets. This class will use knowledge acquired in Mobile Design 1 to conceptualize, design, and implement interactive design prototypes for mobile devices at an intermediate level. Projects will include designing, user testing, and creating mobile app design prototypes. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.
Rationale	
Rationale	This is an intermediate prototyping course that builds on what is covered in GR DES 75.
Proposal Information	
Proposed Start	Year: 2015 Semester: Fall
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Lab Hours	Min: 1.00 (Sem: 18)
Arranged Hours	Min: 2.00 (Sem: 36)
Total Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	

SMC GE Area:	
Does NOT satisfy any area of SMC GE:	

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	**AA Degree** -Graphic Design **Department Certificate** -Web Design

Pre/Corequisites & Advisories

Prerequisite GR DES 61 and **Prerequisite** GR DES 75

Course Objectives

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

1. Create a concept and strategy for a mobile app.

2. Complete process deliverables such as flow charts, wireframes and prototypes.

3. Design effective touch-based interactions.

4. Integrate prototyping best practices.

5. Apply effective visual design to the mobile environment.

6. Demonstrate ability to create design prototypes using mobile app tools and/or technologies.

7. Conduct and effectively analyze a user-testing session.

8. Describe the basics of releasing a mobile app.

Arranged Hours Objectives

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

1. Identify and apply an understanding of how to conduct a basic user-testing session.

Course Content

10%	Concept and strategy
10%	Information Architecture: flow charts and wireframes
20%	Mobile design prototyping best practices
20%	Mobile design prototyping tools and technologies
10%	Conducting a user-testing session
10%	Analyzing a user-testing session
10%	Creating design iterations
5%	Releasing an app
5%	Presentation and critique of projects
Total: 100%	

Lab Content

50%	Critiques
50%	Team exercises
Total: 100%	

Arranged Hours Instructional Activities

Other Methods	The student will participate in online video tutorials and recommended resources related to user-testing.
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	• 10% - Class Participation • 30% - Class Work Assignments • 60% - Projects Midterm 30% Final 30% • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting	APA
Textbooks	
1. Neil, Theresa. *Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps*, 2nd Edition ed. O'Reilly Media, 2014, ISBN: 978-1449363635.	
2. Wroblewski, Luke. *Mobile First*, ed. A Book Apart, 2011, ISBN: 978-1-937557-02-7.	

Assignments

Assignment 1: Conduct a user-testing session for a mobile app.

Based on best practices outlined in course, conduct and analyze a user-testing session.

Assignment 2: Create a design prototype.

Based on user-testing observations and prototyping tool and technologies, create a successful design prototype of a mobile app.

Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

2. Conduct a user-testing session and utilize design iterations to create a successful design prototype for a mobile app.

Minimum Qualification	
Min Quals:	Graphic Arts

Attached Files

PrerequisiteGD61_Form_for_GrDes76
PrerequisiteGD75_Form_for_GrDes76

Prerequisite Checklist and Worksheet

GR DES 76 – Mobile App Design 2

Prerequisite GR DES 61; User Experience Design

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

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
List schools here:
Complete the Prerequisite Worksheet

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

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 76 – Mobile App Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify and apply best practices for User Experience Design.
B)	Develop and create multiple user personas and use cases
C)	Conduct successful user-testing sessions to develop an iteration of a project.
D)	Create effective prototype of project based on user research.
E)	Successfully manage and present a design process and solution as a group presentation.
F)	Work successfully as part of a team.
G)	Utilize UX methodologies and tools at an intermediate level.
H)	

EXIT SKILLS (objectives) FOR **GR DES 61 – User Experience Design**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and apply best practices for User Experience Design.
2.	Develop and create multiple user personas and use cases
3.	Conduct successful user-testing sessions to develop an iteration of a project..
4.	Create effective prototype of project based on user research..
5.	Successfully manage and present a design process and solution as a group presentation.
6.	Work successfully as part of a team.
7.	Utilize UX methodologies and tools at an intermediate level.
8.	

		ENTRANCE SKILLS FOR GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 61	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

modified 09/26/2012

Prerequisite Checklist and Worksheet

GR DES 76 – Mobile App Design 2

Prerequisite GR DES 75; Mobile App Design 1

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

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
List schools here:
Complete the Prerequisite Worksheet

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

modified 09/26/2012

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

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

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are <u>necessary</u> for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher".

Once we've identified what are the "entrance skills" necessary for success, we then need to look at the "exit skills" (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exits skills.

  - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?"

For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.

- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **GR DES 76 – Mobile App Design 2**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
B)	Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
C)	Create a concept and strategy for implementing a mobile design.
D)	Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
E)	Integrate mobile design best practices.
F)	Apply effective visual design to the mobile environment.
G)	Identify the variety of mobile design tools and technologies.
H)	

EXIT SKILLS (objectives) FOR **GR DES 75 – Mobile App Design 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2.	Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3.	Create a concept and strategy for implementing a mobile design.
4.	Complete information architecture deliverables such as flow charts, wireframes, and prototyping.
5.	Integrate mobile design best practices.
6.	Apply effective visual design to the mobile environment.
7.	Identify the variety of mobile design tools and technologies.
8.	

		ENTRANCE SKILLS FOR GR DES 76							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR GR DES 75	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Santa Monica College
Update (NEW/MODIFIED DE)
Expanded Course Outline for ASTRON 2 - Planetary Astronomy

Course Cover	
Discipline	ASTRON-ASTRONOMY
Course Number	2
Full Course Title	Planetary Astronomy
Catalog Course Description	This course provides a comprehensive introduction to the fascinating subject of astronomy with an emphasis on the study of the Earth and the other planets in the solar system. Topics covered include the motions of the sky, a survey of the history of astronomy from the Greeks to Einstein, phases of the moon, eclipses, gravity, the formation of the solar system, the Earth, Terrestrial and Jovian planets, their moons, asteroids, meteoroids, comets and a discussion of extrasolar planets around other stars. COURSE NOTE: This course is not recommended to those who have completed Astronomy 4. Maximum credit allowed for Astronomy 2 and Astronomy 4 is one course (4 units).
Rationale	Our Astro 1 online class introduced in Fall 2014 has been very popular and we have had numerous requests from students for additional online astronomy classes. Astro 2 is the natural choice for our next online offering.
Proposed Start	Year: 2016 Semester: Winter
Proposed for Distance Ed	Yes
Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Lecture Hours	Min: 3.00 (Sem: 54)
Total Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	

Transfers to UC
Transfers to CSU

IGETC Area:

- IGETC Area 5: Physical and Biological Sciences (mark all that apply)
  - 5A: Physical Science

CSU GE Area:

- CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that

apply)
  - o   B1 - Physical Science

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
  - o   Area I: Natural Science

Program Applicability	
Designation	Credit - Degree Applicable

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Relate our place in the Universe and the relevance of astronomy to our everyday lives.
2. Identify the various phenomena seen in the sky including, the rising and setting of the sun, moon, planets and stars, the seasons, constellation patterns, precession, the phases of the moon, lunar tides, eclipses, and apply the basic principles of celestial navigation.
3. Describe the historical development of the concept of gravity from the geocentric ideas of the Greeks, through Newton?s Universal Theory to Einstein?s General Theory of Relativity.
4. Describe the various star naming conventions.
5. Describe the various inferior and superior planet configurations.
6. Describe our current theories and evidence for the formation of the solar system.
7. Identify the structure of the Earth, including its surface, atmosphere, interior, hydrosphere, magnetosphere and biosphere.
8. Compare and contrast the other Terrestrial planets and their moons with the Earth and describe the reasons for the similarities and differences.
9. Identify the fundamental difference between Jovian and Terrestrial planets.
10. Compare and contrast the other Jovian planets and their moons with Jupiter and describe the reasons for the similarities and differences.
11. Describe our current knowledge of Pluto, its status in the solar system and its relationship to other trans-Neptunian objects.
12. Identify the properties of asteroids, meteoroids and comets and the important information they provide about the origin and evolution of the solar system.
13. Describe the vital role that robotic space probes play in furthering our understanding of the solar system and describe the status of current and future missions.
14. Describe the current techniques used to discover planets around other stars and the latest results from extrasolar planet research.

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

Course Content	
33.34%	Section 1 – Our Place in the Universe, the scale of the cosmos, the tools of astronomy the Celestial Sphere, motions of the sky, inferior/superior planet configurations, survey of the history of

	astronomy from the Greeks to Einstein, phases of the Moon, eclipses, tides.
33.33%	Section 2 – The origin of the solar system and a comparison of the Terrestrial planets Mercury, Venus Earth and Mars as well as the Moon.
33.33%	Section 3 – A study an compariosn of the Jovian planets, Jupiter Saturn Uranus and Neptune. Pluto and other trans-Neptunian objects. Solar system debris inclduding asteroids, comets and meteoroids. The detection and characterization of extrasolar planets.

Total: 100%

Methods of Presentation

Methods	Lecture and Discussion
Other Methods	Combination of lecture, discussion and audio/video presentations, demonstrations, supplemented with visits to the college planetarium.

Methods of Evaluation

Methods	10% - Class Participation 30% - Exams/Tests Two Midterm Exams 30% - Final exam Cumulative Final Exam 15% - Homework Weekly Homework 15% - Quizzes Weekly Quizzes 100% - Total

Appropriate Textbooks

Textbooks

1. Michael A. Seeds. *Foundations of Astronomy*, 13th ed. Brooks Cole, 2015, ISBN: 1305079159.

2. Roger Freedman, Robert Geller and William J. Kaufmann. *Universe*, 10th ed. W.H. Freeman, 2013, ISBN: 1464124922.

3. Eric Chaisson and Steve McMillan. *Astronomy Today*, 8th ed. Prentice Hall, 2013, ISBN: 0321901673.

Assignments

Sample Assignment #1:

Write a short five page paper (12 pt Times New Roman font, double spaced, 1 inch margins) on a **PLANETARY ASTRONOMY** topic of your choosing that you have researched using the internet. Include links, images, references or other information you downloaded. **Minimum 3 pages text, maximum 2 pages diagrams/references.**

 Sample Assignment #2:

Take photographs of the locations of four sunrises or four sunsets at intervals of approximately three weeks during the semester. **A final report should submitted which includes the four pictures and a one paragraph description of your conclusions.** Detailed instructions on how to complete this assignment as well as safely considerations will be given in class.

Student Learning Outcomes
1. Identify the various phenomena seen in the sky, including the rising and setting of the sun, moon, planets and stars, the seasons, constellation patterns, precession, the phases of the moon, lunar tides, eclipses, and define the basic principles of celestial navigation.
2. Describe current theories and evidence for the formation of the solar system.

Minimum Qualification	
Minimum Qualifications:	Astronomy (Masters Required)

Distance Ed	
Distance Education Application	
Delivery Methods	Online/Web-based

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. 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	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions,

	email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments. The instructor will also provide a virtual office and will be available to talk to students over the phone if necessary.
Student-Student Interaction	Students will participate in student-student interactions using threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on a more personal level.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures, video links and practice quizzes that will allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes will provide immediate feedback to support different student learning styles. Students will also we asked to watch online videos and perform exercises on external web sites.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students.	20%
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to external content.	20%
Videos	Students will be required to view and comment upon online videos assigned by the instructor.	20%
Project Presentation	At the end of the semester, collaborative groups of students will be required to prepare a presentation on an astronomical subject of their choosing (subject to instructor approval) and upload it to eCollege. Students are expected to answer questions about their presentation from the instructor and other students.	10%
Exams	Online quizzes will be given after every unit and exams will be given after every module.	30%

Describe how content will be organized and delivered in the interest of achieving course

outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)
The course will divided in 15 weekly units. Each unit will be broken down into smaller modules. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, a discussion board and a quiz. An exam will be given at the end of each unit. At the end of the semester, students will work in groups on a project such as a PowerPoint presentation or a video presentation. Students will be required to answer questions about this from the instructor and other students.
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.)
Familiarity with e Companion/eCollege. No other specialized training or support will be required.
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 library databases will be provided as an integral part of the course.
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 lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.
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.).
Online exercise based on Objective 8: Google Mars Introduction Google Mars in an online map of the Martian surface generated from images taken by NASA orbiting spacecraft. In this exercise you will use your knowledge of planetary geology gained from the class to identify geological features on the surface of the red planet. Instructions 1. If you do not already have Google Earth on your computer please download it here:

http://www.google.com/earth/

2. Run Google Earth. A globe of the Earth will appear.

3. Click on the planet button in the top tool bar. A dropdown box will appear. Please choose Mars.

4. The Earth?s globe will now be replaced with the planet Mars.

5. One at a time, cut and past the following coordinates in the search box in the upper left window of Google Earth and press search:

a. 18.65, 226.20

b. 12.25, 186.13

c. 86.04, 174.16

d. -14.01, 301.41

e. -28.16, 318.32

Drag the slider on the upper right of the screen to zoom out until you can see the feature clearly

6. Identify the type of feature and write a one sentence description in the space provided on the online form provided.

7. Once you are finished post your experiences on the threaded discussion board for this exercise.

Assessment Best Practices

30%-**Exams** - There will be an exam at the end of every unit which will be in the form of either a multiple choice test or a paper submitted online.

5%-**Webibliography** - Every week, students will be expected to find web resources for the class and post them in the class Webibliography.

5%-**Journal** - Each week, students will be expected to post journal entries, reflecting on their experience in the class.

20%-**Group Project** - At the end of the semester, students will work in groups on a presentation and will be expected to respond to questions on it from the instructor and other students.

20%-**Individual Projects** - Each week, students will be required to work on individual projects using resources on the internet.

20%-**Threaded Discussions** - Students will be expected to contribute to and respond to posts in threaded discussions placed in each unit.

Santa Monica College
Update (NEW/MODIFIED DE)
Expanded Course Outline for ESL 17 - Intermediate Reading Skills

Course Cover	
Discipline	ESL-ENGLISH FOR SECOND LANGUAGE SPEAKERS
Course Number	17
Full Course Title	Intermediate Reading Skills
Catalog Course Description	This course is designed for intermediate students who want to improve their reading skills. Students will improve their reading comprehension and critical thinking skills by learning strategies such as previewing, skimming, scanning, and making inferences. They will learn how to identify main ideas and details and an author's purpose and tone. They will analyze passages from fiction and non-fiction. Students are encouraged to take ESL 17 concurrently with ESL 11A or 11B.
Rationale	To round out the ESL credit program's offerings of online courses.
Proposed Start	Year: 2015 Semester: Fall
Distance Ed	Yes
Course Unit/Hours	
Credit Hours	Min: 3.00
Lecture Hours	Min: 3.00 (Sem: 54)
Laboratory Hours	Min: 0
Total Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	
Designation	Credit - Not Degree Applicable

Pre/Corequisites & Advisories
Prerequisite ESL 10G and **Prerequisite** ESL 10W   or **Prerequisite** Group C on the ESL Placement Exam

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate improved reading comprehension
2. Employ strategies such as previewing, skimming, and scanning to determine patterns of organization, topics, main ideas, and details of readings.
3. Use context to interpret meaning of unfamiliar words
4. Apply critical thinking skills to identify author?s purpose and tone
5. Apply critical thinking skills to make inferences in readings

6. Summarize reading passages	
7. Use resources (e.g., library, online, textbook) to locate appropriate readings	
8. Use dictionaries to determine meaning of unfamiliar words	

Arranged Hours Objectives

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

Course Content

40%	Reading comprehension
35%	Strategies: previewing, skimming, and scanning for patterns of organization, topics, main ideas, and details of readings
10%	Using context to interpret meaning of unfamiliar words and author's purpose and tone
10%	Learn to prepare and conduct oral presentations
5%	Using dictionaries to determine meaning of unfamiliar words
Total: 100%	

Methods of Presentation

Methods	Lecture and Discussion
Other Methods	Lectures (PowerPoint, videos, screencasts, mp3 podcasts, websites); Small group cooperative learning activities or paired activities (threaded discussions, VoiceThread, web chat, Google Docs); Student presentations (PowerPoint, threaded discussions, videos, concept maps); multimedia (mp3 podcasts, videos, screencasts, PowerPoint, Google Docs, web-based exercises, VoiceThread, YouTube videos)

Methods of Evaluation

Methods	20% - Final exam 15% - Homework class assignments 15% - In Class Writing Reading Journals 5% - Oral Presentation 10% - Other Vocabulary journals 35% - Quizzes 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

1. McEntire, J. and J. Williams. *Making Connections 2: Skills and Strategies for Academic Reading*, 2nd ed. NY: Cambridge, 2013, ISBN: 9781107628748.

2. Kay, J. and R. Gelshenen. *Discovering Fiction Student?s Book 1*, 2nd ed. NY: Cambridge, 2012, ISBN: 9781107652224.

3. Smith, L.C. and N.N. Mare. *Issues for Today*, 4th ed. Boston: Heinle Cengage, 2011, ISBN: 9781111033576.

4. Jeffries, L. and B. Mikulekey. *More Reading Power*, 3 ed. NY: Pearson, 2011
Other
1. Gantos, J. Hole in My Life
2. Orwell, G. Animal Farm.
3. Steinbeck, J. The Pearl.

Assignments

Sample Assignment 1
Literature Circles: Each student has a different assignment based on a fiction reading passage he/she has read at home. They assume the following roles:
Summarizer: This student writes a summary of the reading passage assigned.
Discussion Director: This student creates discussion questions for the group.
Connector: This student connects the reading with something in his/her own life.
Illuminator: This student selects important quotes to discuss.
Illustrator: This student draws a picture, creates a mind/concept map, or makes a collage of images and explains an important scene in the story.

The students in each group come together to share and discuss their work with their classmates. The instructor monitors and answers questions. The roles change each week.

Sample Assignment 2
Vocabulary guessing from contextual clues: After a whole group review of ways to infer the meaning of words from context, students are given an unfamiliar passage to read in which new vocabulary items have been highlighted. Working in small groups, students guess the meaning of the new vocabulary using the contextual clues, after which the class reviews each group's results.

Student Learning Outcomes

1. Demonstrate improved reading comprehension.

2. Given a reading passage, identify topic, purpose and tone and restate main ideas.

3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

Minimum Qualification

Minimum Qualifications:	ESL (Masters Required)

Distance Ed
Distance Education Application

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

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

Student-Instructor Interaction	Regular, on-going communication between instructor and student is vital to student success and retention in an online course. Students must ?feel? the presence of the instructor via this interaction. This will be accomplished in a variety of ways.
	DISCUSSION ASSIGNMENTS Instructor will reply to students via email to provide individual feedback on discussion posts. In addition, the instructor will periodically post responses within the discussion thread to foster an understanding among students that the instructor is ?present? in the discussion area.
	DROPBOX ASSIGNMENTS Students will submit homework assignments saved as Microsoft Word documents to the course Dropbox. The instructor will evaluate these assignments and provide written feedback on the assignment as well as using the ?Comment? feature within the Dropbox tool to provide feedback. For example, students will submit reading journals and vocabulary journals using the Dropbox tool.
	QUIZZES AND TESTS Instructor will provide regular feedback to students on quizzes and tests taken within the eCollege platform. This feedback will include automated replies based on correct and incorrect responses to test/quiz questions as well as personal, specific feedback to students? quizzes and tests.
	WEEKLY ASSIGNMENT INSTRUCTIONS The instructor will send out weekly instructions on assignments via email. The instructor will post a short video (captioned and with transcript) explaining these assignments. The instructor will also post these instructions as an Announcement in the eCollege platform.
	ONLINE OFFICE HOURS The instructor will hold weekly office hours using the Chat tool in eCollege. The instructor will be available to answer questions from students via email and with videochat tools such as Skype. Videochat sessions will be by appointment only in order to provide time for the instructor and student to schedule a time when they are both available to meet via videochat.
	EMAIL RESPONSES The instructor will inform students via syllabus and course announcement that all emails from students will be answered

	within 24 hours of receipt of the email.
	FAQ DISCUSSION AREA The instructor will maintain a FAQ discussion area to provide another method of communication between students and instructor. Students will be able to post questions about homework, the platform, course content, or anything else related to the course. The instructor will regularly check this discussion area and respond to students? questions. Ideally, the FAQ discussion area will be checked 2-3 times each week. The instructor will communicate this schedule to the students.
	PLATFORM NAVIGATION / TOOLS The instructor will post short videos explaining how to navigate the course content to complete assignments. These videos will demonstrate how to use the tools in the eCollege platform such as taking quizzes, threaded discussion, submitting assignments using the Dropbox, etc.
Student-Student Interaction	Student-student interaction is essential for fostering a sense of community in an online course. The instructor will create assignments and activities that require students to interact on a regular basis.
	DISCUSSION ASSIGNMENTS Weekly threaded discussion assignments will be assigned. Students will be required to reply to a certain number of posts made by their classmates in the discussion areas. These replies will be part of their discussion grade. Guidelines for replies will be provided to students in order to ensure that replies are thoughtful and engaging. For example, a minimum number of sentences will be required for discussion replies.
	GROUP DISCUSSION ASSIGNMENTS In addition to regular discussion assignments, the instructor will create group discussion assignments. Students will be assigned to small groups (3-4 students per group), and groups will be given specific questions for their group to discuss. A group leader will be chosen (sometimes by the instructor and sometimes by the group members). The group leader will be required to share a short summary of the group?s discussion in a class discussion area for that assignment. An example group discussion assignment would be a literature circle. Students will work together to review homework answers and form lists of questions they would like to discuss with other groups.
	GROUP ASSIGNMENTS / PROJECTS

	Group assignments and projects will be assigned to ensure additional student-student interaction. For example, students will respond to discussion questions based on an assigned reading for their group. Another group project will be creation of vocabulary word banks of new words from reading assignments. Group members will post new words and look up definitions as well as complete word family and collocation charts. CLASS PARTNER Students will be assigned a ?class partner?. This is a classmate that they will communicate with at least once a week to discuss course assignments and content. Partners will be required to email each other. Students will copy the instructor on these emails in order for the instructor to keep track of the interaction/communication among class partners. VOICETHREAD DISCUSSIONS Students will be required to complete VoiceThread discussion comprehension questions about reading assignments. VoiceThread is a proprietary software discussion tool that allows students to asynchronously leave audio-only and/or video posts based on discussion questions.
Student-Content Interaction	Each week, students will access course content on a particular topic. This content will be delivered in a variety of formats to ensure that different learning style needs are met. Videos, audio lectures, written information, and websites are just some of the delivery formats that will be employed. All videos will be captioned to ensure accessibility, and audio lectures will have a transcript available. A course reading textbook will be required, and students will be assigned weekly reading assignments from their course textbook. After completing their reading assignments, watching short videos, listening to audio lectures (e.g. podcasts), students will complete assignments to assess their comprehension of the material. These assignments will not be graded, but will provide instant feedback to the students and instructor. For example, a short quiz on a reading passage will be assigned. A student may be required to complete a short discussion about the purpose and tone of a reading passage. Vocabulary comprehension review assignments will also be given to students. These informal assignments will lead to formal graded assignments that students will complete and submit to the instructor. See ?Assessment Best Practices? for a more detailed

	explanation of the types of assignments. A schedule will be provided to students to help them keep track of their weekly assignments and when assignments must be submitted or completed. This schedule will help the instructor keep track of how often students are interacting with the course content. The instructor will also use the ?User Activity? tool in the eCollege platform to make sure students are accessing the course content on a regular weekly basis.	
Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Online Lecture	Students learn about reading skills listed in course objectives by: reading handouts, reading/watching PowerPoint lectures, visiting/reading information on websites.	20%
Videos	Students learn about reading skills listed in course objectives by watching videos. Videos may be: instructor-created screencasts, YouTube videos, etc.	10%
Discussion	Note: Discussions include thread discussions (both group and whole class). Students complete weekly discussion assignments practicing reading skills taught in each unit.	25%
Project Presentation	Students complete 2 presentation (1 individual presentation and 1 group presentation). Presentations may be delivered via: PowerPoint slide show, video, VoiceThread, etc.	10%
Exams	Students complete weekly reading comprehension quizzes to assess mastery of reading skills learned in each unit.	10%
Written assignments	Students submit reading journals and vocabulary journals on alternating weeks for a total of 6 reading journals and 6 vocabulary journals. Reading journals evaluate students overall understanding of the article or story and include pre- and post-reading tasks. Vocabulary journals evalute students acquisition of vocabulary including definition, word form/family, and accurate usage.	25%

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.)

ESL 17 will be delivered as a 12-week online and/or hybrid course. The course will be divided into 12 units. Students will have 1 week to complete all the assignments for a specific unit. This includes reading the content AND submitting all required assignments. A similar structure will be followed in each unit/week of the course. Students will first interact with course content which will lead to informal practice using the reading skill. After practicing the skill, students will then complete formal, graded assignments to assess the acquisition of the reading skills presented in that unit.

Each unit will focus on a specific course objective as listed in the Course Outline of Record for ESL 17. For each unit, students will first interact with the course content. This will include completing reading assignments in the course textbook and one or more of the following: watching short video clips and instructor-created screencasts, listening to audio lectures and/or podcasts, and/or reading information from websites. Authentic reading materials will also be utilized to provide for increased diversity in types of reading. This could include articles from magazines or newpapers including the Corsair student paper.

Once students complete their reading assignments along with additional content assignments, they will then be required to complete informal assessment activities to ensure they have comprehended what they have learned. These informal assessments may include self-correcting quizzes, discussion posts, emails to the instructor, and self-assessment surveys.

This will also include pair and group discussion assignments where students explore questions designed to check their reading comprehension and vocabulary acquisition. The eCollege discussion tool as well as audio/video discussion technology (e.g. VoiceThread) will be utilized. Based on each student?s comprehension of the material, additional content information may be provided for supplemental instruction before students begin work on their graded assignments.

Once the informal assessment is complete, students will then begin work on their formal, graded assignments. Every unit will include a graded discussion assignment. In addition, reading comprehension and vocabulary quizzes will be administered. Students will submit vocabulary journals every two weeks. In addition, students will also submit reading comprehension journals every two weeks.

Since ESL 17 is an intermediate-level reading course, reading skills will be introduced each week/unit. After exploring the content that explains this skill (handouts posted in Doc Sharing, websites, videos, podcasts, etc.), students will practice using this skill with an article that they are already familiar with or one that they will read for the following week. After each skill has been covered, the skill will be reviewed and/or reinforced in subsequent weeks. The reading skills and course content in ESL 17 will

be presented in the following sequence and time period:

UNIT/WEEK 1: Previewing (1 week)
UNIT/WEEK 2: Skimming and scanning (1 week)
UNIT/WEEK 3: Using a dictionary (1 week)
UNIT/WEEK 4: Vocabulary in Context (1 week)
UNIT/WEEK 5: Understanding topics and main ideas (4 weeks)*
UNIT/WEEK 6: Finding supporting details (1 week)
UNIT/WEEK 7: Understanding patterns of organization (1 week)
UNIT/WEEK 8: Structure and reference (1 week)
UNIT/WEEK 9: Making inferences (1 week)
UNIT/WEEK 10: Reading charts and graphs (1 week)
UNIT/WEEK 11: Using the library (1 week)
UNIT/WEEK 12: Summarizing (1 week)

Please note that the unit on understanding topics and main ideas is central to the student learning outcomes in this course. As such, students will spend 4 weeks exploring this skill in depth in addition to the subsequent topics covered in Units 6 ? 9.

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.)

An instructor teaching ESL 17 will need to be familiar with the following technology in order to deliver the course content in a hybrid or online delivery format.

1. eCollege platform (Including a thorough understanding of: Threaded Discussions, Quiz/Test, Content Item, Dropbox, and Journals)
2. VoiceThread
3. Screencasting Software (Camtasia, Snag-it, etc.)
4. Google Forms
5. Google Docs
6. Online dictionaries to teach students dictionary skills
7. Embedding YouTube videos to supplement discussions of readings
8. Windows Media Player or similar media tool (To play mp3 files)
9. Microsoft Office (PowerPoint and Microsoft Word)
10. CCC Confer or Skype for synchronous interaction with students for one-on-one or small group meetings
11. Email

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.)

Since nearly 70% of students in ESL courses are international students, they need additional support to help them not only be successful academically in the course, but also to understand the structure and organization of student services provided by the college. A special content unit will be created in the course labeled ?Student Support?.

Links and information will be provided in this unit to help students succeed academically in the course and at Santa Monica College. The following is a list of resources that will be provided to students. This information will be posted in the course and will be included in the course syllabus as well.

1. How to sign-up for ESL tutoring
2. Academic Counseling
3. Disabled Student Services and Programs / High-tech Training Center
4. Short videos on how to use the tools in eCollege (Discussions, Gradebook, etc)
5. Short videos on how to use 3rd party tools utilized in the course (e.g. VoiceThread)
6. Online Library Services
7. SMC Bookstore
8. International Education Center
9. International Education Counseling
10. Schedule of Courses for upcoming semesters once posted by the College
11. Contact information for the eCollege Helpdesk
12. If publisher content is used, links and information on how to use these tools (e.g. MyELT website)
13. Information about relevant workshops on campus (e.g. Vocabulary and writing workshops for ESL students)

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.

Course accessibility and adhering to Section 508 of the Rehabilitation Act is a priority for all online courses. The design of ESL 17 will incorporate all relevant strategies, techniques, and tools to ensure that course content is accessible to all students.

1. All videos will be captioned. This includes instructor-created videos as well as any videos hosted on other websites (e.g. YouTube)
2. All audio files (mp3, wmp, etc.) will have downloadable transcripts
3. Principles of Universal Design will be employed to ensure screen readers, such as JAWS, accurately read the content and links on a webpage; HTML headings will be used to provide accessible navigation for screen readers; All images and graphics will have descriptive Alt-text embedded; Links to outside websites will be descriptive enough to provide accurate information about what the URL links to.
4. Only publisher content that is fully ADA compliant will be utilized in the course
5. Publisher videos must be captioned
6. Publisher support websites must follow principles of Universal Design
7. Embedded videos will have a corresponding hyperlink below the video linking to the same content
8. Students will be instructed that any content/projects they post to share with classmates as part of course assignments must follow principles of universal design such as captioning.

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.).

COURSE OBJECTIVE
Demonstrate improved reading comprehension

LESSON
This lesson incorporates a reading strategy called literature circles. A literature circle is a very common teaching strategy used in ESL reading courses. In a literature circle, students read a passage or short article and then complete tasks based on different roles assigned by the instructor. This is an effective teaching strategy because it allows second language learners to practice important reading comprehension skills while at the same time allowing them meaningful, authentic, contextualized language use with classmates.

The instructor divides the students into groups of five. The instructor posts the group lists in the corresponding unit for the course and emails the list of groups to the class. Members in each group are assigned different roles that they will fulfill in their literature circle. The roles for this activity change each time the activity is done, so students have the opportunity to play each role throughout the duration of the semester.
1) Summarizer: This student writes a summary of the reading passage assigned.
2) Discussion Director: This student creates discussion questions for the group.
3) Connector: This student connects the reading with something in his/her own life.
4) Illuminator: This student selects important quotes to discuss.
5) Illustrator: This student draws a picture, creates a mind/concept map, or makes a collage of images that explains an important scene in the story.

The instructor creates a separate discussion thread in eCollege for each group. Each discussion thread includes the reading assignment the group must complete for its literature circle. Additional content such as videos or outside websites are posted within each group?s discussion thread. In addition, the instructor provides specific instructions as to the length of their posts and how often they need to reply to their group members. The students have 1 week to complete their literature circle assignment.

In the discussion thread for each group, individual students post their responses to the tasks they must complete according to their literature circle role. Group members post replies to their group members? posts providing support and feedback on their assignment. The instructor monitors each group?s discussion thread and provides feedback and support as needed.

Initially, this activity is administered using the discussion thread tool in eCollege. However, as students become more familiar and comfortable with the activity and the discussion tool, the literature circle activity may be administered using VoiceThread, a discussion tool that allows students to post audio and video comments in addition to written responses.

Assessment

Students will be assessed on the quality and completeness of their responses using a pre-established grading rubric for literature circle discussion assignments. In addition, the instructor may also choose to administer a reading comprehension quiz on the reading passage. This could be a short-answer quiz that students complete by submitting it to the Dropbox. The instructor may choose to administer the reading comprehension quiz using the test/quiz tool in eCollege.

Assessment Best Practices

5%-**Oral Presentations** - There are two presentations per semester: one individual and one in a group. Both presentations involve a reading done outside of class and are graded on the student?s overall understanding of the article or story and clarity and completeness of the presentation. In a hybrid format, these presentations will be scheduled when the class meets face-to-face. In an online format, these presentations can be created and delivered in a variety of formats. Options may include, but are not limited to, PowerPoint presentations with recorded audio, videos of the student giving the presentation and posted online, VoiceThread presentations, etc.

20%-**Final Exam** - Cumulative final exam assess students on SLOs for course.

35%-**Reading Quizzes** - Students will complete reading quizzes each week based on reading skills covered up to that point in the course. The quizzes will be timed and administered through the eCollege quizzes and tests content item. A variety of reading materials will be used including articles from the course textbook, newspapers, magazines, and websites.

10%-**Homework Assignments** - Students will complete assignments that allow them to practice the reading skills they are learning. These assignments will be completed before summative assessment tools such as reading quizzes. Assignments will be assessed for completeness rather than, correctness. This will allow students an opportunity to practice the new reading skills without losing points or being penalized while working towards mastery of the skill. These assignments will be submitted as Microsoft Word documents via the Dropbox. The instructor will provide feedback on the assignments.

7%-**Vocabulary Journals** - Approximately 6 vocabulary journals will be assigned during the semester. Students will have 2 weeks to complete their vocabulary journals, and they will submit them as Microsoft Word documents via the Dropbox. The vocabulary journals will be graded on the accuracy of the definitions chosen for each of the words and the accuracy of the sentences the student has written to practice each word.

8%-**Discussion Assignments** - Students will complete discussion assignments each week. These discussion assignments will focus on reading skills, vocabulary, and comprehension of articles assigned each week. Some discussions will be whole class while others will take place in groups. The instructor will utilize the eCollege discussion tool as well as VoiceThread to administer these discussions. The instructor can select from two types of graded discussion assignments. The first will be a ?discussion check?. The student will receive a grade for completing the discussion assignment. The second type of discussion assignment will be a ?formal discussion?. The student will receive a grade based on the following criteria: timeliness of original response, timeliness of replies to classmates? posts, quality of replies to classmates? posts, and quality of original response. A rubric will be posted and sent to students

explaining how each of these criteria will be assessed. Students will receive feedback on their discussion posts via the Comment box in the Grade tool for eCollege.
15%-**Reading Journals** - Approximately 6 reading journals will be assigned during the semester. Students will have 2 weeks to complete their reading journals, and they will submit them as Microsoft Word documents via the Dropbox. Reading journals are graded on the student's overall understanding of the article or story and completeness of pre- and post-reading tasks. As with homework assignments, the instructor will provide feedback on the assignments. In some instances, the instructor may send emails directly to the student to discuss areas that need more focus or development.