



# CURRICULUM COMMITTEE | AGENDA

Wednesday, May 20, 2015 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members:

Guido Davis Del Piccolo, <i>Chair</i>	Ida Danzey	Karen Legg	Rizwan Rashid (AS)
Georgia Lorenz, <i>Vice Chair</i>	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
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## AGENDA

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

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes .....3
- IV. Chair’s report
- V. Information Items:

### *Course Updates:*

- 1. ANTHRO2 Cultural Anthropology
- 2. SOCIOL 12 Sociology Of The Family
- 3. SOCIOL 30 African Americans In Contemporary Society
- 4. SOCIOL 33 Sociology Of Sex And Gender
- 5. SOCIOL 34 Racial And Ethnic Relations In American Society
- 6. TH ART38A Beginning Stage Direction

### VI. Action Items:

#### *Consent Agenda – changes in prerequisites*

- a. SOCIOL 4 Sociological Analysis (*add SOCIOL 1 as a prerequisite*) .....5
- b. PHOTO 40 Digital Techniques Revision (*prerequisite change from [Photo 6 and 39 and concurrent enrollment in 42] to Photo 30 and 39*) ..... 12

#### *New Courses:*

- c. KIN PE10C Advanced Fitness Lab .....24
- d. KIN PE25D Golf Player Development ..... 27
- e. KIN PE43B Intermediate Soccer ..... 30
- f. KIN PE43D Competitive Soccer ..... 33
- g. MUSIC75 Instrumental Chamber Music Repertoire ..... 36
- h. PORTGSI Elementary Portuguese I ..... 39

\*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.

i.	TH ART 3I Introduction to Stage Management .....	49
<i>Course Reinstatement</i>		
j.	TH ART 2I Scenic Painting Techniques.....	53
<i>Distance Education:</i>		
k.	HIST 33 World Civilizations I.....	57
l.	MATH 54 Elementary Statistics .....	65
<i>Global Citizenship:</i>		
m.	PORTGSI Elementary Portuguese I .....	39
<i>New Programs:</i>		
n.	Latin American Studies Department Certificate.....	73
o.	Asian Studies Department Certificate.....	75
p.	African & Middle Eastern Studies Department Certificate.....	77
<i>Program Revision:</i>		
q.	Automotive Department Certificate .....	79
r.	Communications Studies AA-T.....	80
s.	Graphic Design AS & Certificate of Achievement.....	81
t.	Technical Theatre Program.....	82
VII.	Old Business:	
	• BA update	
VIII.	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.*



# CURRICULUM COMMITTEE I MINUTES

Wednesday, May 6, 2015 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

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

## Members Absent:

Ron Furuyama	Helen LeDonne	Rizwan Rashid (AS)
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## Others Present:

Jamie Cavanaugh	Simon Balm	Joy Tucker	David Kay
Dana Del George	Tim Cramer		

## MINUTES

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

### I. Call to order:

The meeting was called to order at 3:10pm.

### II. Public Comments\*:

None.

### III. Approval of Minutes:

The minutes of April 1, 2015 were approved as presented.

### IV. Chair's report:

- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on 4/21/2015.
- Guido reported that all courses submitted for CSUGE & IGETC were approved.

### V. Information Items:

#### *Course Updates:*

1. GR DES 65 Web Design I
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:

\*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.

*Consent Agenda – changes in prerequisites:*

- a. GR DES 66 Web Design 2 (change in prerequisite from GR DES 65 & 64 or ET 37 to GR DES 61 & 64 & 65)– presented by Jamie Cavanaugh  
**Motion made by:** David Shirinyan                      **Seconded by:** Walt Louie  
The motion passed unanimously.
- b. GR DES 67 Web Design 3 (change in prerequisite from GR DES 66 & ET 37 to GR DES 61 & 66)– presented by Jamie Cavanaugh  
**Motion made by:** David Shirinyan                      **Seconded by:** Walt Louie  
The motion passed unanimously.
- c. GR DES 75 Mobile App Design I (prerequisite change from GR DES 66 to GR DES 61 & 66) - presented by Jamie Cavanaugh  
**Motion made by:** David Shirinyan                      **Seconded by:** Walt Louie  
The motion passed unanimously.

*New Course:*

- d. AUTO 47 Suspension and Steering – presented by Joy Tucker and David Kay  
**Motion made by:** Sang Chi                      **Seconded by:** Odemaris Valdivia  
The motion passed unanimously.
- e. ENG 61 Introduction to the Fairy Tale (*prerequisite ENG 1*) – presented by Dana Del George and Tim Cramer  
**Motion made by:** Terrin Adair-Lynch                      **Seconded by:** Toni Trives  
The motion passed unanimously.  
Prerequisite ENG 1:  
**Motion made by:** Maral Hyeler                      **Seconded by:** Karen Legg  
The motion passed unanimously.
- f. GR DES 76 Mobile Design 2 (*prerequisite GR DES 61 & 75*)– presented by Jamie Cavanaugh  
**Motion made by:** Toni Trives                      **Seconded by:** Maral Hyeler  
The motion passed unanimously.  
Prerequisite GR DES 61 & 75:  
**Motion made by:** David Shirinyan                      **Seconded by:** Estela Narrie  
The motion passed unanimously.

*Distance Education:*

- g. ASTRON 2 Planetary Astronomy Steering – presented by Simon Balm  
**Motion made by:** Elaine Roque                      **Seconded by:** James Pacchioli  
**Abstained:** William Konya  
The motion passed.
- h. ESL 17 Intermediate Reading Skills – presented by Guido Del Piccolo  
Approved with minor edits to phrasing of SLOs.  
**Motion made by:** Karen Legg                      **Seconded by:** Mark Tomasic  
The motion passed unanimously.

**VII.** Adjournment

The meeting adjourned at 4:37pm.

# Santa Monica College

## Course Outline For SOCIOLOGY 4, Sociological Analysis

Course Title: Sociological Analysis Units: 3.00  
Total Instructional Hours (usually 18 per unit): 54  
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:  
Lecture:

Date Submitted: May 2011  
Date Updated: May 2015  
Transferability: Transfers to UC  
Transfers to CSU

IGETC Area: 

- IGETC Area 4: Social and Behavioral Sciences
  - 4J: Sociology & Criminology

CSU GE Area: 

- CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
  - D0 - Sociology and Criminology

SMC GE Area: 

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

Degree Applicability: Credit - Degree Applicable  
Prerequisite(s): SOCIOL 1  
Pre/Corequisite(s): None  
Corequisite(s): None  
Skills Advisory(s): Eligibility for English 1

### I. Catalog Description

This course introduces students to the fundamental principles and methods of sociological research design and implementation. Students examine the key varieties of evidence--including qualitative and quantitative data, data-gathering and sampling methods, logic of comparison, and causal reasoning. The work of several scholars is evaluated and students create their own research project related to a sociological issue.

**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)

### II.

1. Investigating the Social World: the Process and Practice of Research, Schutt, Russell K., Pine Forge Press © 2014, ISBN: --
2. The Basics of Social Research, Babbie, Earl, Wadsworth © 2014, ISBN: --

3. The Practice of Social Research, Babbie, Earl, Wadsworth © 2012, ISBN: --
4. Analyzing Social Settings: A Guide to Qualitative Observation and Analysis, 4th, Lofland, John and Lyn Lofland, Wadsworth © 2005
5. A Guide to Field Research, 2nd, Bailey, Carol, Pine Forge Press © 2006
6. The Craft of Research, Booth, Wayne et. al., University of Chicago Press © 2008, ISBN: --
7. The Engaged Sociologist, Korgen, K., White, J., Sage © 2013, ISBN: --

**III. Course Objectives**

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

1. Identify the key elements of science, positivism, and inductive and deductive reasoning.
2. Formulate a sociological research question.
3. Appraise the notion of causation in relation to the social world.
4. Assess the benefits and limitations of qualitative and quantitative research methods.
5. Describe the research process.
6. Propose effective research designs for a sociological study, and conduct a small qualitative or quantitative research project, working in groups.
7. Employ a variety of data-gathering methods to collect sociological evidence.
8. Recognize the malleability of data and interpretation in social research.
9. Evaluate the relationship between theory, research design, and findings.
10. Propose alternate ways to analyze data and present findings.

**IV. Methods of Presentation:**

Group Work , Lecture and Discussion , Service Learning , Other (Specify)  
 Other Methods: collaborative learning, experiential learning

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
15%	Introduction to Sociological Research <ul style="list-style-type: none"> <li>• The research implications of sociological theories</li> <li>• The limitations and benefits of the scientific method and positivism in social research</li> </ul>
20%	Defining a Sociological Problem <ul style="list-style-type: none"> <li>• Using the sociological perspective and sociological theories</li> <li>• Ways of Knowing and Reasoning</li> <li>• The Nature of Causation</li> </ul>

15%	<b>Research Design</b> <ul style="list-style-type: none"> <li>• Conceptualization and Measurement</li> <li>• Operationalization and Sampling</li> </ul>
25%	<b>Research Methods:</b> <ul style="list-style-type: none"> <li>• Experiments and Quasi Experiments</li> <li>• Survey Research</li> <li>• Interview Research</li> <li>• Field Research</li> <li>• Participant Observation Research</li> <li>• Comparative and Historical Research</li> </ul>
15%	<b>Analyzing and Reporting Data:</b> <ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Qualitative</li> </ul>
10%	<b>Drawing Conclusions: Generalizations and Limitations</b>
100%	<b>Total</b>

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

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Quizzes
25 %	Research Projects - Research Project Assignments
20 %	Group Projects
10 %	Class Participation
20 %	Final exam
100 %	Total

**VII. Sample Assignments:  
Sample Assignment #1**

Write a 2-3 page paper based on the following instructions:

1. Find an appropriate scholarly article that suits the requirements of this assignment. Read and ANNOTATE (underline / highlight) your article. The article should be approximately 6 pages long (i.e. 4-8 pages).
2. State Author/Title/Publication/Date of study.
3. Topic & Purpose of Study: What Question is the study posing and attempting to answer? Is it exploratory, descriptive, explanatory?
4. Write an abstract or summary of the article. If it has an abstract, simplify it by rewriting in your own words in a few sentences. Refer to the content and the strategy or method employed.
5. Identify Variables:
  1. a)Identify the main independent variable (and attributes)
  2. b)Identify the main dependent variable (and attributes).
  3. c)Identify One key intervening variable mentioned in the study.
6. State the Hypothesis (Use the dependent & independent variables of the study). Be sure the direction of the variables is clear and state the direction.
7. Describe the population or type of artifact studied.
8. Identify the Type of Study Cross-Sectional? Longitudinal (which type)?
9. Critical Thinking: Identify ONE important underlying premise (a major assumption) of the author(s) underlying this study. Such premises are typically identified in the study's literature review.
10. Create ONE Table, Graph, or Chart that represent ONE finding of the study. (Be sure to provide title and key; Colors often help clarify the content of a graph)
11. Future Research: What idea presented in this study do you think is worthy of being followed up in another study?

## **Sample Assignment #2**

Mini-research assignment. All submissions must be typed.

1. Identify topic that interests you. This is key. If you do not care about the subject no one else will. i.e. American Rock Stars and longevity
2. Explore Sources: Determine how you will find/locate your data. i.e. Rolling Stone magazine or Almanac, sociological and demographic studies, University of Michigan, U.S. Census, and other websites.
3. Identify two Variables that you believe are correlated. Determine a direction of causality if appropriate and identify the dependent and the independent variable. If appropriate list the attributes of each variable. Mention two possible Intervening Variables). i.e. The Rockin' Life (fame + music scene) reduces Longevity. BE SURE TO DEFINE YOUR VARIABLES. (Rock star=? Longevity=?)



4. Construct hypothesis and provide a complete explanation of why you have theorized this hypothesis. Identify the null hypothesis. i.e. The Rock life shortens longevity. (This proposition is based on...)
5. Choose an appropriate sample population from an identified Universe (i.e. the Census or Social Stratification data set) or construct a data base. i.e. prices of products at identified venues in Mid-Wilshire, Santa Monica, South Central.
6. OPERATIONALIZATION: Construct a valid methodology to test your hypothesis. This means that you clearly and exactly explain how you are compiling your data and correlating your variables Write out your 'recipe' for replication of project.. (i.e. I used Rolling Stone magazine between the years of 1980-2000 to select 'stars' and used public almanac information for birth/death dates).
7. Analyze your data results and evaluate your hypothesis.
8. Draw conclusions regarding your study. Suggest ways to improve your study and/or suggest future studies that might build on or complement your study.

### **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 through oral and written work knowledge of the course content: the fundamental principles and methods of sociological research design and implementation, the key varieties of evidence, including qualitative and quantitative data, data-gathering and sampling methods, logic of comparison, and causal reasoning.
3. Be proficient in the research, analytical, and communication skills necessary to present, orally and in writing, the fundamental principles and methods of sociological research design and implementation, the need for data in reference to a given social issue, and a research design to collect relevant data for a given social issue.

## Prerequisite / Corequisite Checklist and Worksheet

### Sociology 4

**Prerequisite:** Sociology 1: Introduction to Sociology

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

**Advisory:** Eligibility for English 1 (existing)

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

**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.

x

**List schools here:**

**CSUN, CSUCI, UCR, & C-ID Descriptor SOCI 120**

Complete the Prerequisite Worksheet

x

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR **Sociology 4**

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

A)	Ability to distinguish sociological thinking about social issues from other perspectives
B)	Ability to distinguish between anecdotal evidence and systematic analysis
C)	Ability to identify underlying characteristics of sociological analysis
D)	Ability to compare and contrast differing theoretical paradigms in sociology—particularly functionalism, conflict theory, and symbolic interactionism.
E)	Ability to employ sociological theories and concepts to analyze and explain social issues
F)	Ability to propose sociologically informed solutions to social issues

## EXIT SKILLS (objectives) FOR **Sociology 1**

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

1.	Ability to distinguish a sociological perspective from other perspectives.
2.	Ability to distinguish between anecdotal evidence and systematic analysis
3.	Ability to identify underlying characteristics of sociological analysis
4.	Ability to compare and contrast differing theoretical paradigms in sociology—particularly functionalism, conflict theory, and symbolic interactionism.
5.	Ability to recognize and employ theory in analysis.
6.	Propose sociologically informed solutions to social issues

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

# Santa Monica College

## Course Outline For PHOTOGRAPHY 40, Digital Techniques

Course Title: Digital Techniques Units: 3.00  
Total Instructional Hours (usually 18 per unit): 54  
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:  
Lecture:  
Date Submitted: May 2011  
Date Updated: April 2015  
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:  
Degree Applicability: Credit - Degree Applicable  
Prerequisite(s): PHOTO 30  
and PHOTO 39  
Pre/Corequisite(s): None  
Corequisite(s): None  
Skills Advisory(s): None

### I. Catalog Description

Utilizing 35mm HDSLR and medium format cameras, the content of this course reflects current professional capture and output techniques used in commercial photography. Curriculum covers extensive testing of cameras, monitors, and inkjet printers in order to create a consistent, closed loop workflow.

### 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. Photoshop Masking & Compositing, 2, Eismann K, Peach Pit © 2012, ISBN: 97803217010008
2. Adobe Photoshop CC for Photographers, Evening M, Adobe Press © 2014, ISBN: 9780415711753

### III. Course Objectives

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

1. Demonstrate in-depth awareness of and ability to use digital cameras in a photographic studio and on location.
2. Create photographic illustrations that communicates visual stories.
3. Demonstrate proficiency in the use of specialized editing software combined with image editing software to enhance the visual story.

4. Demonstrate the ability to apply advanced photographic lighting, compositional principles and techniques to digitally created artwork.

**IV. Methods of Presentation:**

Group Work , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers , Other (Specify) , Critique , Field Experience

Other Methods: Reading assignments in the textbook. And, possible instructor created video tutorials.

**V. Course Content**

<u>% of course</u>	<u>Topic</u>
5%	Use of hardware and software of the medium format capture backs
15%	Testing exposure, image latitude, sharpness and calibration for camera, monitor and print using strobe and continuous light sources.
10%	Creating and lighting an in-studio set using medium format capture backs.
15%	Increasing the sensor's dynamic range.
15%	Time Lapse
10%	Using video clips captured from HD/SLR cameras.
15%	Modular photographic techniques.
15%	Story telling through the photographic image.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Research Projects
10 %	Portfolios
10 %	Papers
55 %	Projects
10 %	Group Projects
100 %	Total

## VII. Sample Assignments:

Photo 40 – Assignment Outline

See accompanying video tutorial

### **Cinemagraph**

Goal is to create image content that incorporates 2 digital video files that are only 30- 60 seconds in length, a still image and you will be adding text that moves or changes somehow over time, add background music, and then rendered out as a movie. This is a very simple use of video through Photoshop so that you could potentially provide a client or yourself content with motion. No editing of video or sound is required, however if you know how to do either, you may incorporate those skills into this assignment. You may not use any previously edited movie/s that you have created outside of this class. However, you may use previously recorded raw (unedited) clips for this project. Everything from inside a vehical is not all that interesting! Don't repeat the exact, or nearly exactly, the same POV's in duplicate sequences. Both are boring.

[http://www.huffingtonpost.com/2013/08/15/wedding-trailblazers\\_n\\_3755251.html?1376590267](http://www.huffingtonpost.com/2013/08/15/wedding-trailblazers_n_3755251.html?1376590267)

### **Capture**

First, create a story to illustrate, to bring to life. There needs to be a reason why you have produced this image and why you included motion. Completely write it out in an outline format. This is your script that you will be following as you assemble your pieces together in Photoshop. Think and describe what image/s need to static and what motion imagery works towards your story in support of the still image. Another technique is called storyboarding your ideas. Here's one link to Vimeo:

<http://vimeo.com/videoschool/lesson/4/storyboarding-basics>

You need a HD/SLR camera; tripod is usually helpful, but not always. A video fluid head is also nice to have. But, keep thinking simple in terms of capture. In terms of story, be dynamic, visually appealing and give me a reason to watch your movie. The final image has to be compelling to view. Today's culture is about constant interaction. A still image is about being alone, an individual, contemplative, intellectual, thoughtful. Motion is about today, being in touch 24/7, tweet, iChatting, instant gratification, non-stop, sharing to the max. Remember too, that most of today's culture views imagery on a mobile

device – small and portable. Your imagery has to be so much more impactful when viewed so small. You have to captivate immediately on first glance.

Capture enough video clips from 2 separate situations that you are able to select the “perfect” one for use in this project. Think simple, so think about situations that could be recorded as direct, uncut, unedited footage. You could include the sound that is recorded at the same time as your video in camera, or you could turn it off for your final compiled movie. If you want to add in music to your final movie, see if you are able to turn off the sound recording in camera. Simple, but captivating!

I have included some notes on the last 2-pages about video capture directed towards the 5DMkII, but also general statements for all cameras. You will need to research how to set up your camera for HD video. I have found some good tutorials on Vimeo. If you have questions, bring your manual and your camera and we’ll try to figure “things” out together.

If you actually did outline or storyboard your story, then you will already know which of the 2 videos is your main movie. As you begin to record, take a still image. If your camera will not allow you to take a still image once recording begins, take a still before you begin to record.

You need a still image that is used with the 2 video clips.

## **Process**

Pull the files from your card onto your hard drive.

Process your raw (Photoshop or Lightroom) still image as sRGB, 8-bit and with no changes from default – for now. Your still needs to match your video quality, which is determined, at first, by your in-camera parameter settings.

You don’t have to process your movie files before bring into Photoshop, but you have to import them from inside Photoshop, File > Open, open your main movie first. Then open the second movie. Combine both movies together into a single image file.

Note down the size of your main movie and apply to the still image in terms of dpi (72 probably) and long side dimension. Bring your

flattened still image into the Photoshop file. Generally, this still image will be on top of both movies, but maybe not in your case.

You need to add layer masking to at least one of the movies and probably to your still image. You need to have key frames on at least one of the movies, still image (probably) and definitely on your text, which needs to move and maybe fade in/out.

All layer masks need to show excellent selection lines and blending.

To add music, duplicate your music file from mp3/mp4/m4a to a .mov. Inside Photoshop, File > Open and navigate to your newly made music .mov file. Once open in Photoshop drag the layer into your movie file and close your music file.

The final movie needs to be approximately 40 seconds in length.



9. What size should your final rendered video be? Well, where are you going to be displaying it? Vimeo? Great idea. So now, you need to create an account for yourself (<http://vimeo.com/>) and upload your movie for us to watch. If you wish to have an HD version, then 1920x1080 is the size. These are true for the 5DMkII aspect ratio of 16:9. Your camera could easily be different. Look on Vimeo for their recommendations:

<http://vimeo.com/help/compression>. But before you upload to Vimeo, .....

10. Once you are all done, Save, and then File > Export > Render Video. You can see the settings in the screen capture illustration at left: Name and where to save, you can handle that. Select Adobe Media Encoder; Format: H.264; Preset: Vimeo since you are going to be uploading to Vimeo; Size: Document Size; Frame Rate: document Frame Rate; Field Order: Preset (Progressive); Aspect: Document (1.0). Vimeo will compress what you upload, so you may need to upload, review



online, and then render again with more appropriate export settings.

### **Submit**

All video clips used in the project.

The still raw and processed files

Final .mov with TRT (total run time) no longer than 40 seconds

Link to Vimeo posting

Creative Persuasive

### **VIII. Student Learning Outcomes**

1. Create advanced level photographic illustrations.
2. Demonstrate proficiency in the use of computers to develop motion in graphics and photography.
3. Demonstrate the ability to apply advanced photographic principles to digitally created artwork.
4. Demonstrate knowledge and use of specialized software and editing techniques.

## Prerequisite / Corequisite Checklist and Worksheet

Photography, 40; Digital Techniques

**Prerequisite:** Photography 30; Techniques of Artificial Lighting

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

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

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

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (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**

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:**

X **PHOTO 30 is a class teaching skills in both studio and location lighting. Skill and knowledge on proper handling of electrical equipment, proper handling of the grip and the lighting equipment itself all of which, if mishandled could easily cause bodily injury to the student using the equipment or others around them.**

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**

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## Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary 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 Photo 40

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

A)	To understand lighting techniques with any type of light source.
B)	To be able to work efficiently and safely with any type of light source in both studio and location situations.
C)	To be able to make proper exposes in camera.
D)	To have a complete understanding of camera menus and functions.
E)	
F)	
G)	
H)	

## EXIT SKILLS (objectives) FOR Photo 30

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

1.	Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
2.	Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
3.	Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
4.	Demonstrate a high level of skill in the use of a HD SLR camera.
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR PHOTO 40							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR PHOTO 30	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

## Prerequisite / Corequisite Checklist and Worksheet

Photography, 40; Digital Techniques

**Prerequisite:** Photography, 39; Beginning Photoshop

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

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

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

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

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

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

Type 1: Standard Prerequisite (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 necessary 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 **Photo 40**

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

A)	Needs to be able to work with the tools and selections inside Photoshop.
B)	Needs to be able to control color and be able to retouch an image.
C)	Needs to be able to combine images together in a single image.
D)	
E)	
F)	
G)	
H)	

## EXIT SKILLS (objectives) FOR **Photo 39**

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

1.	Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2.	Apply retouching skills and color correction knowledge consistent with industry standards.
3.	Demonstrate skill in compositing multiple images.
4.	
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR PHOTO 40							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR PHOTO 39	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

## Santa Monica College New SMC Course

### Expanded Course Outline for KIN PE 10C - Advanced Fitness Lab

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	10C
Full Course Title	Advanced Fitness Lab
Catalog Course Description	This course is designed for students seeking high intensity training and conditioning. This class will emphasize development and improvement of an advanced fitness/cardiovascular levels. Course content will include anatomy, nutrition, biomechanics, and improvement through participation and assessment.
Rationale	The original KIN PE 10 class is based on the Super Circuit. Students work at levels that allow them to do high reps and develop muscle endurance, while burning calories. This class would be an enhanced form of interval training using short intense exercise periods to improve strength and cardiovascular capacity. Classes would be Tabata type work-outs with short intense anaerobic exercise with less intense recovery periods.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Lab Hours	Min: 3.00 (Sem: 54)
Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	0.75
Repeatability	May be repeated 0 time(s)



Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transfers to UC (pending review)	
Transfers to CSU	
CSU GE Area:	
<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> <li>◦ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Athletic Coaching <b>Certificate of Achievement</b> -Athletic Coaching
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Utilize proper equipment and body weight techniques	
2. Apply terminology and etiquette through class practice and competition	
3. Demonstrate proficiency in advanced techniques	
4. Analyze various advanced exercise goal setting techniques	
5. Analyze advanced skills and demonstrate advanced techniques	
<b>Course Content</b>	
7%	Introduction to advanced fitness lab, circuit and cardiovascular room, rules and etiquette
7%	Fitness evaluation and program design
7%	Advanced skills and techniques for warm-up, stretching, conditioning, and cool-down
7%	Dynamic stretching
13%	Intense cardiovascular conditioning
10%	Lecture/Lab: strength conditioning/speed and agility
7%	Skills analysis
7%	Goal Setting
7%	Goal Setting analysis
7%	Application of advanced skills and techniques for health and wellness
7%	Cross training for team sports
7%	Fitness evaluation and assessment of goals
7%	Cool-down/Recovery work-outs and static stretching
Total: 100%	
<b>Lab Content</b>	

70%	Cardiovascular and strength training
12%	Muscle strength and endurance testing
12%	Cardiovascular testing
6%	Flexibility testing
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration
Other Methods	Directed programs, student participation in training, guest speaker demonstration, DVD's, PowerPoint
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 55% - Class Participation</li> <li>• 25% - Exams/Tests</li> <li>• 10% - Final exam</li> <li>• 10% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
1. Frederic Delavier. <i>The Strength Training Anatomy Workout II</i> , ed. Human Kinetics, 2010, ISBN: 0062-9781450419895.	
2. James Driver. <i>HIIT: High Intensity Interval Training Explained</i> , ed. CreateSpace Independent, 2013, ISBN: 13:978-1477421598.	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Students will write a critique of a popular method of strength and cardiovascular training.</li> <li>2. Write a comparative analysis of various strength training modalities (ie.: power lifting versus traditional lifting)</li> <li>3. Write a critical analysis of a fitness article from a magazine or newspaper.\</li> <li>4. Determine goals for successful strength and cardiovascular training and develop a strength training work-out plan to acheive them.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Perform operation of aerobic super circuit and strength training equipment in an advanced manner.	
2. Realize which exercise techniques best suit an individual's goals	
3. Demonstrate advanced knowledge of major and minor muscle groups used during circuit and strength training exercises	
<b>Minimum Qualification</b>	
Min Quals:	Physical Education (Masters Required)

## Santa Monica College

### New SMC Course

#### Expanded Course Outline for KIN PE 25D - Golf Player Development

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course #	25D
Course Title	Golf Player Development
Catalog Course Description	This course is designed to help students improve their golf skills so they can compete at the tournament level. The course will include improving students' knowledge of rules, swing techniques, and course playing strategies.
Rationale	We offer varsity level classes for most of our competitive sports. Should we decide to add a golf team to the Athletic program, this course would be the equivalent to a varsity level course.
Proposed Start	Year: 2016 Semester: Spring
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Lab Hours	Min: 3.00 (Sem: 54)
Arranged Hours	Min:
Total Sem. Inst. Hours	54.00
Load Factor	0.75
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:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
(pending review)	

<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development             <ul style="list-style-type: none"> <li>◦ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Athletic Coaching <b>Certificate of Achievement</b> -Athletic Coaching
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate an understanding of all stroke techniques and basic skills of the game.	
2. Apply the rules of golf to a tournament situation.	
3. Demonstrate proficient skills in the short games area and full swing techniques.	
4. Compete in a golf tournament while implementing course strategy and knowledge of reading the lie.	
5. Develop their own practice plan for improving their golf game.	
<b>Course Content</b>	
6.62%	Golf swing analysis and setting goals
6.67%	Practice plans for skill improvement, based on goals
6.67%	Practice drills to improve specific skills
6.67%	Evaluate practice drills and skill improvement. Adjust practice drills for continued improvement.
6.67%	Statistical analysis of golf game and practical application
6.67%	Establishing a handicap to compete
6.67%	Understanding the rules of golf and their application
6.67%	Evaluation of knowledge of the rules of golf
6.67%	Improving putting skills and techniques of reading the "lie"
6.67%	Improving pitching and sand techniques
6.67%	Improving full swing technique accuracy
6.67%	Improving full swing technique using long clubs for distance
6.67%	Practical application of playing strategies: creating a tournament strategy
6.67%	Practical application of scoring, demonstration of knowledge of rules, etiquette and pace of play
6.67%	Practical evaluation of playing skills on course by competing in tournament
Total: 100%	

<b>Lab Content</b>	
35%	Lectures and Demonstrations
35%	Practice plans and drilling to improve skills
15%	Discussion of the rules, tournament strategy and application
15%	Competitive play and analysis
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration Other
Other Methods	Student participation in directed drilling, lecture, discussion, demonstration, filming, swing analysis.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 50% - Class Participation This includes attendance, effort, participation in drilling, technique work, and more</li> <li>• 25% - Other Practical testing of golf skills and improvement.</li> <li>• 25% - Written assignments 10% Based on goals, written practice plan 10% Course and tournament strategies 5% Rules of play and their application in a tournament situation.</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Format Style	APA
1. United States Golf Association. <i>The Rules of Golf</i> , ed. U.S.G.A., 2015	
<b>Assignments</b>	
1. Write a practice plan using statistical analysis.	
2. Participate in a competitive golf tournament. after the tournament write a short paper evaluating your performance.	
<b>Student Learning Outcomes</b>	
1. Identify his/her own golf strengths and weaknesses and develop a practice plan to improve his/her game.	
2. Demonstrate knowledge of reading the lie.	
3. Compete in a golf tournament while demonstrating knowledge of rules, course strategy and pace of play.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Physical Education (Masters Required) Physical Education (Masters Required)

## Santa Monica College New SMC Course

### Expanded Course Outline for KIN PE 43B - Intermediate Soccer

Course Cover	
Discipline	KIN PE-KINESIOLOGY TEAM SPORTS
Course Number	43B
Course Title	Intermediate Soccer
Catalog Course Description	This course is designed to build on the skills developed in beginning soccer. It will review and improve the basic skills of the sport as well as introduce more technical skills and intricacies of the game. Students will participate in soccer drilling, training and play with an emphasis on the technical side of the game.
Proposed Start	Year: 2015 Semester: Fall
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 1.00
Lecture Hours	Min:
Weekly Lab Hours	Min: 3.00 (Sem: 54)
Arranged Hours	Min:
Total Sem. Inst. Hours	54.00
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:	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development               <ul style="list-style-type: none"> <li>◦ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>	
SMC GE Area:	
Program Applicability	

Designation	Credit - Degree Applicable
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Confidently demonstrate the basic skills of soccer: passing, receiving, dribbling, ball striking and heading.	
2. Explain and evaluate various aspects of team offenses and defenses using correct soccer terminology.	
3. Explain and apply the rules of the game to a match.	
4. Utilize these intermediate level technical skills and implement them in a game situation.	
<b>Course Content</b>	
6.25%	Equipment/Formations/Warm-up
6.25%	Dribbling with different surfaces
6.25%	Short Passing using different surfaces
6.25%	Receiving using different surfaces
6.25%	Shooting/Finishing
6.25%	Defending 1v1 and 2v2
6.25%	Soccer specific Fitness with the ball
6.25%	Restarts
6.25%	Game Analysis
6.25%	Specified Juggling
6.25%	Long Passes/Chipping
6.25%	Receiving with Chest and Thigh
6.25%	Defensive Heading/Clearing
6.25%	Principles of Possession
6.25%	Principles of Formations
6.25%	Review of skills and competition
Total: 100%	
<b>Lab Content</b>	
20%	Lecture and demonstrations
50%	Technique training, drilling and skill improvement
10%	Analysis of matches with an emphasis on technical and tactical issues.
20%	Competitive play
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Observation and Demonstration Other

Other Methods	Film and video analysis
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 65% - Class Participation</li> <li>• 10% - Final exam</li> <li>• 10% - Written assignments</li> <li>• 15% - Additional Assessment</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Skill testing
<b>Appropriate Textbooks</b>	
Format Style	APA
1. National Collegiate Athletic Association. <i>Soccer: Rules and Interpretations</i> , ed. NCAA, 2015	
2. Federation Internationale de Football Association. <i>Laws of the Game</i> , ed. FIFA, 2015	
<b>Assignments</b>	
<p>Students are tested on their technical and physical skills in the beginning of the semester. Mid-semester and at the end of the semester they are tested again to measure their improvement. At the time of the tests, the instructor will observe and correct any improper technique that are displayed.</p> <p>Students write a paper using correct soccer terms, on a recent match they have watched. They are to discuss the rules and regulations and international game etiquette. They must also discuss the teams' offenses and defenses and the result of the match.</p> <p>Students may be given a rules test with essay questions to assess the student's knowledge.</p>	
<b>Student Learning Outcomes</b>	
1. Students will demonstrate correct soccer techniques of passing, dribbling, heading, shooting, juggling, and receiving with different body parts.	
2. Students will apply the strategic and tactical aspects of the game, after being introduced to varying "systems of play" and tactics.	
<b>Minimum Qualification</b>	
Min Quals:	Physical Education (Masters Required)



## Santa Monica College New SMC Course

### Expanded Course Outline for KIN PE 43D - Competitive Soccer

Course Cover	
Discipline	KIN PE-KINESIOLOGY TEAM SPORTS
Course #	43D
Course Title	Competitive Soccer
Catalog Course Description	This course offers competitive soccer for the most advanced students. Students will be able to improve their technical skills as well as improve their team play. Classes will be run similar to team practices with physical training and competitive drilling and play.
Rationale	Many of our students are good players that want to continue playing and training. Not all of these students are selected for the team. This class creates an opportunity for these students to get better at a game they love while improving their physical fitness and knowledge of the game.
Proposed Start	Year: 2016 Semester: Spring
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min:
Weekly Lab Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	0.75
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:	

CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> <li>◦ E - Lifelong Understanding and Self-Development</li> </ul> </li> </ul>	
SMC GE Area:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -kin
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Play competitive soccer at a moderate to high level. (Adult leagues, City leagues, etc.)	
2. Demonstrate team systems, shapes and rotations for competitive soccer.	
3. Demonstrate an understanding of training for soccer.	
4. Understand complex offenses and defenses and be able to execute them.	
5. Demonstrate a high level of physical fitness	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
5%	Practice and game day warm-ups and cool downs
15%	Advanced dribbling, passing and receiving
15%	Team Offenses, Attacking
15%	Team Defending
15%	Strength and conditioning for soccer; Physical testing
10%	Game analysis and evaluation
10%	Styles of Play
15%	Team Tactics/Tactical Adjustments
Total: 100%	
<b>Lab Content</b>	
65%	Drilling, training and inclass competition
15%	Technical training and measurement
15%	Physical conditioning
5%	Written evaluations of team play and tactics
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Group Work

	Lecture and Discussion Observation and Demonstration
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 60% - Class Participation</li> <li>• 10% - Class Work Team play as evaluated by the instructor.</li> <li>• 15% - Exams/Tests Physical testing</li> <li>• 10% - Final exam</li> <li>• 5% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
1. National Collegiate Athletic Association. <i>Soccer: Rules &amp; Interpretations</i> , 2015 ed. NCAA, 2015	
2. FIFA. <i>Laws of the Game 2015</i> , ed. Federation Internationale de Football Association, 2015	
<b>Assignments</b>	
Sample Assignment	
<p>Written Assignment: After learning about ways to train for soccer, the students are ask to write a training program for themsleves.</p> <p>Written Assignment: The students must watch a professional or collegiate soccer match and then write about the teams' offensive and defensive adjustments and tactics.</p> <p>Practical Testing: Physical testing of the students' technical and tactical advancement within an individual and game scenario at the middle and end of the semester.</p> <p>Physical Testing: Students would be timed for 2 miles or 3200 meters at the beginning, middle and end of the semester. Students would monitor their heart rates and recovery periods as well.</p>	
<b>Student Learning Outcomes</b>	
1. Demonstrate technically advanced skills in a competitive situation.	
2. Understand and apply advanced level strategies, systems of play and tactics while competing in a high level soccer match.	
<b>Minimum Qualification</b>	
Min Quals:	Physical Education (Masters Required)

## Santa Monica College New SMC Course

### Expanded Course Outline for MUSIC 75 - Instrumental Chamber Music Repertoire

Course Cover	
Discipline	MUSIC-MUSIC
Course #	75
Course Title	Instrumental Chamber Music Repertoire
Catalog Course Description	The study of musical literature, musical style, rehearsal techniques and ensemble playing as they relate to the performance of instrumental chamber music.
Proposed Start	Year: 2015 Semester: Fall
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Weekly Lab Hours	Min: 1.50 (Sem: 27)
Arranged Hours	Min:
Total Semester Instructional Hours	54.00
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	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> <li>• <b>UC</b> UC Davis Chamber Music Ensemble MUS 146</li> <li>• <b>UC</b> UC Berkeley Instrumental Performance MUSIC 150</li> </ul>	

<ul style="list-style-type: none"> <li>UC UC Irvine MUS 176</li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Not Degree Applicable
Proposed For	<b>AA Degree</b> -Music, Applied Option
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> Audition	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Study and perform chamber music compositions by major composers from the Baroque era to the present.	
2. Develop artistic judgment and style of playing that is characteristic of certain historical periods.	
3. Improve sight-reading ability	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
25%	Study of chamber musical literature
10%	Selection of music appropriate to the ensemble by members
40%	Development and rehearsal of individual ensembles
25%	Intonation, precision, balance, and style
Total: 100%	
<b>Lab Content</b>	
100%	Development and rehearsal of ensemble pieces in preparation for performances.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Observation and Demonstration
Other Methods	The regularly scheduled rehearsals will consist of the reenforcement and development of ensemble skills including intonation, precision, balance, phrasing, sight-reading and musicianship.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>20% - Class Participation participation in workshops, providing feedback to performing ensembles</li> </ul>

	<ul style="list-style-type: none"> <li>• 60% - Exams/Tests three tests, 20% each</li> <li>• 20% - Final Performance in the form of a concert</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	The study of musical literature will be evaluated through students performances during workshops, tests and final performance. Subjective analysis of each student's musicianship and progress will be considered along with punctuality, dependability, attitude and cooperation.
<b>Appropriate Textbooks</b>	
Formatting Style	APA
1. Gerber, Melvin. <i>Guide to Chamber music</i> , ed. Dover, 2001	
1. The chamber literatures from all historical periods will be explored. Example literatures: Johann Sebastian Bach, BWV 1039 ? Sonata in G major for 2 flutes and basso continuo (1036-1040); Wolfgang Amadeus Mozart, Piano Trio No. 5 ? Trio in C major for Piano, Violin and Violoncello, K. 548 (1788); Claude Debussy, Piano Trio in G major (1879); and Jean Françaix, Quartet for Winds (1933). Music is selected according to the ability of the individual ensembles.	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. sight-read assigned repertoire, practice one's own instrumental part.</li> <li>2. work on the assigned composition in your ensemble group and focus on the balance of parts</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Demonstrate knowledge of chamber music repertoire by composers ranging from Baroque to the present.	
2. Identify the specific style, and performance practice of different eras, ranging from Baroque to the present.	
3. Perform the elements of ensemble skills including intonation, precision, balance, phrasing, sight-reading and musicianship.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Music (Masters Required)

## Santa Monica College New SMC Course

### Expanded Course Outline for PORTGS 1 - Elementary Portuguese 1

Course Cover	
Discipline	PORTGS-Portuguese
Course #	1
Course Title	Elementary Portuguese 1
Catalog Course Description	This course, using the communicative approach, introduces the students to basic vocabulary and fundamental sentence structure in the present, preterit and imperfect tenses, and a general introduction to fundamental cultural differences between the United States and Lusophone countries. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about present and past actions. This course provides a thorough basic introduction to the diverse cultures, customs and traditions and to historical and current events of the Portuguese-speaking world. The course is taught in Portuguese except in cases of linguistic difficulty as determined by the professor. Lab is required.
Rationale	Brazil is projected to be the 4th largest economy in the world by 2030 (Bloomberg Business April 10, 2015). Brazil is the largest country in Latin America, and anyone interested in pursuing Latin American Studies or working in Brazil or doing business there or with Brazilians, should learn Portuguese. Portuguese is the native language of over 200 million people in the world. Over eight countries in Europe, Latin America, Africa and Asia have Portuguese as their official language: Brazil, Mozambique, Angola, Portugal, Guinea Bissau, Equatorial Guinea, East Timor (Southeast Asia), Macau (China), Cape Verde, and São Tomé and Príncipe (Africa). In addition, Portuguese is spoken in the state of Goa (India) and the state of Daman and Diu (India.) Lusophone culture is extremely diverse. There are approximately 9,000 Brazilians alone living in Los Angeles (City-Data.com, 2012). There are many other Portuguese-speakers from other countries who reside in Los Angeles. The Department of Modern Languages and Cultures has received many requests from the community, SMC students and staff that we offer Portuguese language and culture classes at SMC. Portuguese is offered at all of the main UC campuses and is a requirement for Latin American Studies majors in the UC and CSU systems.
Proposed Start	Year: 2016 Semester: Spring
Distance Ed	No

PORTGS 1 - Elementary Portuguese 1

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Global Citizenship	Yes
<b>Course Unit/Hours</b>	
Variable Hour	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Lab Hours	Min: 0
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Sem. Inst. Hours	108.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Transfer/General Ed</b>	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• IGETC Area 6: Language other than English                             <ul style="list-style-type: none"> <li>◦ 6A: Languages other than English (UC Requirement Only)</li> </ul> </li> </ul>	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages                             <ul style="list-style-type: none"> <li>◦ C2 - Humanities</li> </ul> </li> </ul>	
SMC GE Area:	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE)                             <ul style="list-style-type: none"> <li>◦ Area III: Humanities</li> </ul> </li> </ul>	
<b>Comparable Transfer Courses:</b>	
<ul style="list-style-type: none"> <li>• <b>California Community College</b> Cypress College Elementary Portuguese PORT 101C</li> </ul>	



<ul style="list-style-type: none"> <li>• <b>California Community College</b> Pasadena City College Elementary Portuguese 1 PORT 1</li> <li>• <b>UC</b> UC Los Angeles Elementary Portuguese 1 1</li> <li>• <b>UC</b> UC San Diego Elementary Portuguese PORT 1ax</li> </ul>
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**Program Applicability**

Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Liberal Arts- Arts and Humanities <b>Department Certificate</b> -Latin American Studies

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:
1. Exhibit effective interpretive communication in Portuguese at the novice/elementary level by understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics.
2. Display effective presentational communication in Portuguese at the novice/elementary level by presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
3. Demonstrate effective interpersonal communication in Portuguese at the novice/elementary level by interacting and negotiating meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
4. Interact with cultural competence and understanding by relating cultural practices to perspectives and using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the practices and perspectives of the Lusophone cultures studied.
5. Relate cultural products of the Lusophone world to perspectives by using Portuguese at the novice/elementary level to investigate, explain, and reflect on the relationship between the products and perspectives of the Lusophone cultures studied.
6. Connect with other disciplines and acquire information and diverse perspectives in order to use Portuguese at the novice/elementary level in academic and career-related situations by building, reinforcing, and expanding their knowledge of other disciplines while using Portuguese to develop critical thinking and to solve problems creatively.
7. Develop insight into the nature of language and culture in order to interact with competence in Portuguese.
8. Make language comparisons by using Portuguese to investigate, explain, and reflect on the nature of language through comparisons of Portuguese and their native language.

<p>9. Make cultural comparisons by using Portuguese to investigate, explain, and reflect on the concept of culture through comparisons of the Lusophone cultures studied and their own.</p>	
<p>10. Communicate and interact with cultural competence at the novice/elementary level in order to participate in Lusophone communities at home and around the world.</p>	
<p>11. Use Portuguese at the novice/elementary level both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	
<p><b>Arranged Hours Objectives</b></p>	
<p>Upon satisfactory completion of the course, students will be able to:</p>	
<p>1. Pronounce vowels and consonants with enough accuracy to communicate effectively.</p>	
<p>2. Ask and answer questions about familiar topics in the target language.</p>	
<p>3. Describe and narrate events in the present, present progressive and the preterit and imperfect tenses.</p>	
<p><b>Course Content</b></p>	
<p>52%</p>	<p>Cultural topics pertaining to the Portuguese-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Portugal, Brazil, and several African countries are made. In addition, comparisons between diverse Lusophone cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• reporting addresses and phone numbers,</li> <li>• clothing and colors worn,</li> <li>• educational systems and environments,</li> <li>• activities and pastimes,</li> <li>• holidays,</li> <li>• family and society,</li> <li>• racial, ethnic and religious diversity,</li> <li>• social class,</li> <li>• housing,</li> <li>• neighborhoods,</li> <li>• cities and rural areas,</li> <li>• concepts of time and punctuality,</li> <li>• gender roles,</li> <li>• cuisine,</li> <li>• professional life,</li> <li>• cartoons and comic strips,</li> <li>• newspapers and magazines,</li> <li>• web sites,</li> <li>• high art and popular culture,</li> </ul>

	<ul style="list-style-type: none"> <li>• gestures and body language,</li> <li>• acceptable pronunciation according to region</li> </ul>
6%	<p>Greeting people and saying good-bye, using expressions of courtesy, spelling in Portuguese, identifying and locating people and objects.</p> <p>Counting, expressing dates, telling time, and using certain classroom expressions.</p> <p>Choose correctly between o senhor/a senhora, você and tu to address listeners formally or informally and use these pronouns in culturally appropriate contexts according to usage in different Lusophone countries.</p>
6%	<p>Asking for and providing information, expressing needs, likes and dislikes, talk about daily activities, and asking about and expressing location.</p> <p>Using estar.</p> <p>Using gostar.</p> <p>Forming contractions of a, de and em.</p>
6%	<p>Asking about and describing persons, animals, places, and things.</p> <p>Expressing nationalities, place of origin, talking about ethnic and cultural diversity, expressing where and when events take place, and expressing possession.</p> <p>Using the present (regular and irregular), possessives and descriptive adjectives to agree in gender and number.</p>
6%	<p>Discussing activities and making future plans, ordering food in a restaurant, talking about the arts and entertainment, describing possessions and conditions, and expressing obligations.</p> <p>Using IR + INF, using other basic patterns with the infinitive (poder, precisar, antes de, etc.)</p>
6%	<p>Identifying and comparing family members and structures, describing routine activities, expressing preferences and feelings, expressing how long events and states have been going on, and talking about past events.</p>

	<p>Using the regular and irregular preterit.</p> <p>Combining and modifying articles.</p> <p>Using direct, indirect and reflexive pronouns with verbs.</p>
6%	<p>Discussing housing, household items, and domestic chores, asking about and discussing schedules, expressing ongoing actions, describing physical and emotional states, and expressing familiarity and describing skills.</p> <p>Distinguishing between ser, estar, ter, fazer, and haver to express "to be."</p>
6%	<p>Talking about clothing and shopping, discussing consumer goods and markets, talking about past events, expressing affirmation and negation, and expressing opinions.</p> <p>Using the imperfect.</p> <p>Preterit vs imperfect.</p>
6%	<p>Describing physical and leisure activities, asking and answering questions about weather conditions and climate change, discussing sports and sporting events and their cultural relevance, talking about ongoing past events and states, and expressing how long ago events and states occurred.</p> <p>Using por vs para.</p>
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Lab
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation Daily oral participation and class preparation</li> <li>• 20% - Exams/Tests 1 Midterm Exam</li> <li>• 25% - Final exam The final exam is cumulative and assesses all of the areas of each SLO. In addition, the final will include questions about the information presented in the students' oral presentations.</li> <li>• 15% - In Class Writing 4-6 compositions: Total includes 1st draft and revision</li> <li>• 15% - Oral Presentation 2 oral presentations: 1 group and 1 individual 7.5% ea.</li> </ul>

	<p>Individual presentations are about culture, history, politics, educational system, art, music or other pertinent aspect of a Portuguese-speaking country.</p> <ul style="list-style-type: none"> <li>• 15% - Quizzes 4-7 written quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
1. Kiobucka, Anna, Clémence Jouët-Pastré, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, and Amélia Hutchinson. <i>Ponto de Encontro: Portuguese as a World Language</i> , 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2013, ISBN: 13: 9780205981120.	
2. Kiobucka, Anna, Clémence Jouët-Pastré, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, and Amélia Hutchinson. <i>Ponto de Encontro: Portuguese as a World Language Workbook</i> , 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2013, ISBN: 13: 978-0205783.	
Other	
1. Recommended: Larousse Concise Dictionary: Portuguese-English/English-Portuguese, Larousse, 2010.	
2. Recommended: Ferreira, Michael J. and John J. Nitti, Barron's 501 Portuguese Verbs, 2005.	
<b>Assignments</b>	
Sample Assignment	
<p>#1 "Using a search engine, locate some additional information about the following artists, works and movements Portuguese language film and theater: Cinema Novo, <i>Central do Brasil</i> e <i>Cidade de Deus</i>; Glauber Rocha, Nelson Pereira dos Santos, e Carlos Diegues; Flora Gomes; Gil Vicente; Ariano Suassuna) and share your information orally in Portuguese with the class." (<u>Ponto de encontro</u> textbook, pp. 119-120)</p> <p>#2 O Nordeste do Brasil. Indicate if the following statements are true (verdadeiro) or false (falso) by writing V or F in the spaces provided, according to the information given in the Horizontes section on pp. 140-41 of your textbook. If the answer is false, explain in class why and what the correct answer is.</p> <ol style="list-style-type: none"> <li>1. A região Nordeste é composta por nove estados.</li> <li>2. O Nordeste ocupa quase todo o território brasileiro.</li> </ol>	

3. A Bahia mantém muitas tradições afro-brasileiras.
4. O estado de Pernambuco ainda hoje é o maior produtor de açúcar do mundo.
5. O forró é um ritmo típico de Pernambuco.
6. A maior festa de Pernambuco é o carnaval.
7. O Tambor de Crioula é uma festa típica do Maranhão.
8. O Tambor de Crioula é uma festa dedicada a São Benedito, um santo negro e filho de escravos.
9. No sertão (isto é, no interior) do Nordeste brasileiro, os períodos de seca afetam especialmente os estados do Piauí, Ceará e Pernambuco.
10. O artesanato o Nordeste é inexpressivo.

(Ponto de encontro Student Activities Manual, p. 72)

#3 Para navegar--Procure informações sobre as festas folclóricas nordestinas. Quais são as dadas e os lugares? Se possível, traga fotos para ilustrar uma ou mais festas e/ou uma gravação de uma música tradicional da região.

(Ponto de encontro textbook, p. 141)

#4 Para qual Jornal escrevem? You and some of your friends are doing research on social conditions in the state of Ceará and sending the results of your research to local newspapers. Answer each question by saying to which city's newspaper the person(s) write(s).

(Ponto de encontro Student Activities Manual, p. 76)

### Student Learning Outcomes

1. Discuss and demonstrate reasonable comprehension of the following topics in Portuguese and the related cultural distinctions between the US and Lusophone countries: Greetings, describing oneself, other people, friends, family, classroom and household items, weather conditions, one's likes and dislikes, sports and their cultural relevance, occupations, educational systems, ethnic, racial and religious diversity, social class, regional and national differences, gender roles, popular culture, the arts, and the environment.

2. Illustrate his/her ability to write in Portuguese with a variety of regular, irregular, stem-changing and reflexive verbs. He/she will use appropriate basic vocabulary, which includes clothing, colors, food, physical and emotional states or conditions, expressions of time (days, months, seasons) and daily grooming routines from the

<p>time he/she gets up to bedtime regarding: a) What he/she does every day b) What he/she is going to do c) What he/she is doing right now d) What he/she did yesterday/last week/last month/last year. He/she will write about the diverse topics covered in the class.</p>	
<p>3. Exhibit cultural awareness by doing the following: a) demonstrating proper use of formal and informal address (tu, você, o senhor, a senhora, vocês, os senhores, as senhoras) when given a specific social situation; b) demonstrating his/her knowledge of the geography of the Lusophone world (countries, capitals and location of each Portuguese-speaking country;c)demonstrating his/her knowledge of culture and traditions in Portuguese-speaking countries and their similarities and differences from those of the US and other countries.</p>	
Minimum Qualification	
Minimum Qualifications:	<p>Foreign Languages (Masters Required)                      - Master?s degree in the language being taught OR bachelor?s degree in the language being taught AND master?s degree in another language or linguistics OR the equivalent.</p>
Global Citizenship Application	
Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>This course prepares students to interact with Portuguese-speaking people from various Lusophone countries. The course introduces the students to the cultural, economic and social issues that impact these countries. The course explains the ethnic, racial and religious diversity of the Lusophone world and the varied cultural contributions of its inhabitants. For example, while studying Brazil, the students read about contemporary culture and learn about its connection to colonial institutions: slavery and colonization, and their relevance to contemporary Brazil. The students also read about and discuss the life styles and cultures of the indigenous peoples, the African slaves and their descendents, the cultural contributions of the Italian, Japanese, German, Arab and other immigrants. They read about and discuss the socioeconomic hierarchy of Brazilian society and its manifestations throughout Brazilian culture. They learn about the socio-political distinctions within Brazil and between the Lusophone countries. This course examines the</p>

	<p>economic disparities between different regions and ethnic groups. The course introduces the various arts of Lusophone countries. This course introduces family and society and the differences between modern and traditional families in diverse Lusophone countries. The course also addresses the environmental or ecological diversity of various Lusophone countries.</p>
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## Santa Monica College New SMC Course

### Expanded Course Outline for TH ART 31 - Introduction to Stage Management

Course Cover	
Discipline	TH ART-THEATRE ARTS
Course #	31
Course Title	Introduction to Stage Management
Catalog Course Description	This course explores the artistic and organizational techniques and practices required of stage managers. Topics covered include production preparation, safety, rehearsal documentation styles, execution and calling of shows. The course also addresses the necessary collaborations and relationships with other artists and staff.
Rationale	This is a vital course for Theatre Arts and Technical Theatre students interested in pursuing Stage Management.
Proposed Start	Year: 2016 Semester: Spring
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Lab Hours	Min:
Arranged Hrs	Min:
Total Sem. Hours	54.00
Load Factor	0.88
Rationale	This is the load factor of comparable courses
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	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Theatre <b>AA-T Degree</b> -Theatre Arts <b>AS Degree</b>

	<p>-Technical Theatre  <b>Certificate of Achievement</b>                  -Technical Theatre</p>
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Recognize the organizational and artistic aspects of managing a live performance.	
2. Apply methods and terminology to communicate effectively with artists and technicians in the performing arts.	
3. Construct and assemble a prompt book and all related paperwork for an assigned script.	
4. Develop and maintain production calendars, cast lists, rehearsal schedules, company rules, and other related production paperwork.	
<b>Course Content</b>	
5%	<p><b>THE ART OF STAGE MANAGING: MAKING THINGS RUN SMOOTHLY</b></p> <ul style="list-style-type: none"> <li>• Communication/Management skills</li> <li>• Effective committee/meeting work</li> </ul>
12%	<p><b>GETTING THE PLAY AND UNDERSTANDING IT</b></p> <ul style="list-style-type: none"> <li>• The promptbook</li> <li>• Understanding the script</li> <li>• Plots, diagrams, and understanding designers' information</li> <li>• Entrances and Exits</li> </ul>
10%	<p><b>SCHEDULING AND COMPANY RULES</b></p> <ul style="list-style-type: none"> <li>• The master calendar</li> <li>• Staff meetings</li> <li>• Rehearsal Schedules</li> <li>• Company rules</li> <li>• The Callboard</li> </ul>
10%	<p><b>GETTING AQUAINTED WITH YOUR THEATER</b></p> <ul style="list-style-type: none"> <li>• Who does what</li> <li>• Personal equipment for stage managers</li> <li>• Stage diagrams (and applying designer information to the space)</li> <li>• Locations of safety equipment, circuit breakers, etc.</li> <li>• Information packets</li> </ul>

8%	<p><b>EXPEDITING AUDITIONS AND READINGS</b></p> <ul style="list-style-type: none"> <li>• Managing information, resumes, forms and scripts</li> <li>• Preparing the cast list</li> <li>• Conducting the Deputy election</li> <li>• First cast meeting or read-through</li> </ul>
10%	<p><b>BUDGETING</b></p>
10%	<p><b>REHEARSAL PROCEDURES</b></p> <ul style="list-style-type: none"> <li>• Working with the Director</li> <li>• Preset diagrams</li> <li>• Rehearsal call, duties, and tracking</li> <li>• Accident prevention and reports</li> <li>• Sign in and calls</li> <li>• Technical rehearsals, running procedures and spiking methods</li> </ul>
10%	<p><b>DEPARTMENT MANAGEMENT AND PROPERTY MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Coordinating Departments</li> <li>• Property forms</li> <li>• Shift plot charts and diagrams</li> </ul>
12%	<p><b>RUNNING THE SHOW</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Giving cues</li> <li>• Equipment and the control booth</li> <li>• Working with the House Manager</li> <li>• Keeping the show in order, upkeep, replacements &amp; understudies</li> </ul>
5%	<p><b>CLOSING AND/OR MOVING OR TOURING A SHOW</b></p> <ul style="list-style-type: none"> <li>• Strike Plan &amp; changeover schedule</li> <li>• Moving the show</li> </ul>
8%	<p><b>WORKING WITH UNIONS</b></p>
<p>Total: 100%</p>	
<p><b>Methods of Presentation</b></p>	
<p>Methods</p>	<p>Critique Group Work Lecture and Discussion</p>

	Observation and Demonstration Other Projects
Other	Professional Guest Speakers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 20% - Class Participation Attendance and active participation</li> <li>• 15% - Exams/Tests including multiple choice, essay and true/false</li> <li>• 10% - Final exam multiple choice and essay</li> <li>• 30% - Papers Play analysis and critique of 3 productions</li> <li>• 10% - Projects Constructing and developing a Promptbook</li> <li>• 15% - Research Projects Research reports and assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
1. Dilker, Barbara. <i>Stage Management Forms and Formats</i> , ed. Quite Specific Media Group , 1992, ISBN: ISBN-13: 978-0896762.	
2. Stern, Lawrence, O'Grady, Alice R. Stern, Lawrence, O'Grady, Alice R. . <i>Stage Management</i> , 10th ed. Pearson, 2012, ISBN: 0205006132.	
3. Ionazzi, Daniel . <i>The Stage Management Handbook</i> , ed. Betterway Books, 1992	
4. Carter, Paul . <i>Backstage Forms</i> , ed. Broadway Press , 1995, ISBN: 0911747354.	
5. Schneider, Doris. <i>The Art and Craft of Stage Management</i> , 1 ed. Wadsworth Publishing; , 1996, ISBN: 13: 978-0155030237.	
<b>Assignments</b>	
Sample Assignment	
<ol style="list-style-type: none"> <li>1. Construct a Prompt book including all blocking and choreography, sound, light and shift cues and contact lists,</li> <li>2. Create a show report (SMR) with notes and updates on pertinent technical areas of a production.</li> </ol>	
<b>Student Learning Outcomes</b>	
1. Recognize the duties of a Stage Manager and employ methods of Stage Managing a production from early script analysis, through rehearsals to closing duties.	
2. Demonstrate computer software proficiency in order to help organize and disseminate information for a live production.	
<b>Minimum Qualification</b>	
Min.Qualifications:	Theater Arts (Masters Required)

**Santa Monica College**  
**Revision (SUBSTANTIAL Changes)**  
**Expanded Course Outline for TH ART 21 - Scenic Painting Techniques**

Course Cover	
Discipline	TH ART-THEATRE ARTS
Course #	21
Course Title	Scenic Painting Techniques
Catalog Course Description	The course concerns the study and execution of scenic painting techniques. It provides study and training in the use of materials and techniques for painting scenery for theatre, film and television. Attendance at theatre productions for which students must purchase tickets is required. A materials fee will be charged for student supplies.
Rationale	This course is being revived after a long absence and is being modified to fit industry standards.
Proposed Start	Year: 2015 Semester: Fall
Distance Ed	No
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Lab Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Load Factor	0.88
Load Factor Rationale	This is the current load factor of other Technical Theatre courses.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	

TH ART 21 - Scenic Painting Techniques

2 of 4

Transfers to UC (pending review)	
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:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Theatre Arts <b>AS Degree</b> -Technical Theatre <b>Certificate of Achievement</b> -Technical Theatre
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> TH ART 20	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate knowledge and skill in scene painting.	
2. Recognize historical styles in scenic painting through research and application.	
3. Develop an understanding and appreciation for the creative use of paint and other scenic materials to solve scenic problems.	
4. Apply skills in the use, storage, and cleanup of scenic materials.	
5. Express creativity and appraise the creative activities of others.	
6. Employ training in scene painting, for career opportunities in stage, film and television.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Apply painting techniques on various theatrical surfaces including theatrical flats.	
<b>Course Content</b>	
15%	Orientation of students to the principles of scene painting and care and uses of supplies and materials. <ul style="list-style-type: none"> <li>• Principles of graphic art: chiaroscuro and color.                             <ul style="list-style-type: none"> <li>○ Building flat surfaces into apparently three-dimensional ones.</li> <li>○ Studying color classification and shading colors.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Experimenting with the effects of stage lighting hues on painted scenery.</li> <li>● Care and uses of supplies and materials.             <ul style="list-style-type: none"> <li>○ Understanding the cost and conservation of supplies and materials.</li> <li>○ Learning the major suppliers of materials.</li> </ul> </li> </ul>
6%	Sizing, priming and base coating.
8%	Textures: Stipple, wash, wet blend, scumble, dry brush and spattering techniques.
6%	Sponge and roll brick; line brick mortar.
6%	Scumbling
6%	Brick and mortar techniques.
6%	Rough and smooth stone.
6%	Stenciling: Wallpaper.
6%	Wood graining – dry brush and wet blends.
6%	Aging and toning with spray and glazes.
6%	Spraying techniques; clouds and cycloramas.
8%	Lining: Highlight and shadow implemented on molding and paneling on finished surfaces.
15%	Reproduction of a photo or painters elevation onto a larger scale
Total: 100%	
<b>Lab Content</b>	
100%	Supervised application of scenic painting techniques on different surfaces and textures.
Total: 100%	
<b>Arranged Hours Instructional Activities</b>	
Methods	Group Work Projects
<b>Methods of Presentation</b>	
Methods	Group Work Lab Lecture and Discussion
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>● 10% - Class Participation Attendance, participation, discipline, work effort, responsibility.</li> <li>● 20% - Class Work In-class evaluation, growth, artistic potential, future capabilities</li> <li>● 20% - Portfolios Sketchbook</li> </ul>

	<ul style="list-style-type: none"> <li>• 20% - Projects Successful completion of Projects</li> <li>• 30% - Written assignments Production papers and exams</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Formatting Style	APA
Textbooks	
1. Parker, Oren W. and Craig Wolf. <i>Scene Design and Stage Lighting</i> , 6th ed. New York: Holt, Rinehart & Winston, 1990	
2. Pectal, Lynn. <i>Designing and Painting for the Theatre</i> , ed. New York: Holt, Rinehart & Winston, 1975	
3. Pinnell, William H.. <i>Theatrical Scene Painting: A Lesson Guide</i> , 2 ed. Southern Illinois University Press, 2008, ISBN: 9780809327652.	
<b>Assignments</b>	
1. Based on research, implement an understanding of color theory, painting techniques and shadow and highlight in order to create a 3-D surface on a scenic flat.	
2. Compile a sketchbook throughout the semester of written research sketches, color samples and recipes and images of completed projects to be handed in at the end of the semester.	
<b>Student Learning Outcomes</b>	
1. Analyze a sample surface, identify the colors and appropriate techniques involved and implement these techniques with expediency.	
2. Formulate appropriate color recipes to match color samples through an understanding of Color Theory.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Theater Arts (Masters Required)



**Santa Monica College**  
**Update (NEW/MODIFIED DE)**  
**Expanded Course Outline for HIST 33 - World Civilizations I**

Course Cover	
Discipline	HIST-HISTORY
Course Number	33
Full Course Title	World Civilizations I
Catalog Course Description	This course surveys world history from the rise of humanity to 1500, addressing human impact on the physical environment, the domestication of plants and animals, and the establishment of complex cultures. A thematic and chronological approach is used to examine the major civilizations of Africa, Asia, the Middle East, the Americas, and Europe in terms of their political, social, economic, intellectual, and cultural development and their inter-regional relations.
Rationale	offer this course as Distance Education
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	Yes
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Lab Hours	Min: 0
Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	
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:	
<ul style="list-style-type: none"> <li>• IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> <li>○ 3B: Humanities</li> </ul> </li> </ul>	
CSU GE Area:	

<ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages                             <ul style="list-style-type: none"> <li>○ C2 - Humanities</li> </ul> </li> <li>• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical                             <ul style="list-style-type: none"> <li>○ D2 - Economics</li> <li>○ D3 - Ethnic Studies</li> <li>○ D4 - Gender Studies</li> <li>○ D5 - Geography</li> <li>○ D6 - History</li> <li>○ D7 - Interdisciplinary Social and Behavioral Science</li> </ul> </li> </ul>	
SMC GE Area:	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE)                             <ul style="list-style-type: none"> <li>○ Area II-B: Social Science (Group B)</li> </ul> </li> </ul>	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Liberal Arts-Social and Behavioral Science <b>AA-T Degree</b> -History
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Skills Advisory</b> Eligibility for English 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, the origins of humanity in prehistory and early patterns of land use; major developments in the civilizations of Africa, Asia, Europe, the Middle East, and the Americas from their origins through early modern times; the development and spread of major world religions; and transformations in inter-regional relations including migration, biological exchange, conquest, trade, and technological and cultural exchange.	
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.	
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.	
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity over time.	

5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
6.25%	Prehistory: theories of evolution & migration
6.25%	Nomadic and pastoral patterns of life, including domestication of animals
6.25%	Agriculture & early river valley civilization of the Tigris-Euphrates, Indus, Nile, and Yellow Rivers
6.25%	China: the social, cultural, intellectual, political, and economic origins and development of the major early dynasties
6.25%	India: the social, cultural, intellectual, political, and economic origins and development of kingdoms through the Aryan invasion; emergence of Hinduism & Buddhism
6.25%	Western Asia and the Mediterranean: the social, cultural, intellectual, political, and economic origins and development of societies and states
6.25%	Europe: the social, cultural, intellectual, political, and economic origins and development of Greco-Roman civilization
12.5%	The development & global spread of Buddhism, Judaism, Christianity, and Islam
6.25%	Africa: the social, cultural, intellectual, political, and economic origins and development of African societies and states
6.25%	Southeast Asia & Oceania: the social, cultural, intellectual, political, and economic origins and development of regional societies and states, including inter-regional commerce
6.25%	The Americas: the social, cultural, intellectual, political, and economic origins and development of societies and states
6.25%	Europe: the social, cultural, intellectual, political, and economic origins and development in the Middle Ages, Renaissance, and Reformation
6.25%	Asia: Indian and Chinese influences on the development of Korea, Japan, and Southeast Asia
6.25%	Central Asia: reshaping of a continent by pastoralist societies from the 10th to the 14th centuries.
6.25%	Global inter-relations and interactions to 1500
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Service Learning

Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 70% - Exams/Tests Essay Exams, Out-of-Class Papers, and Quizzes; no single assignment shall be worth more than 30% of the final grade</li> <li>• 20% - Homework</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
<b>Appropriate Textbooks</b>	
Formatting Style	APA
<b>Textbooks</b>	
1. Tignor, Robert. <i>Worlds Together, Worlds Apart: A History of the World: From 1000 CE to the Present, Vol II</i> , 4th ed. Norton, 2013, ISBN: 978-0393922097.	
2. Strayer, Robert W.. <i>Ways Of The World: A Brief Global History with Sources, Vol 1: To 1500</i> , 2nd ed. St. Martin's, 2013, ISBN: 978-0312583484.	
3. Bulliet, Richard. <i>The Earth and Its Peoples, A Global History, Vol. 1: To 1550</i> , 6th ed. Cengage, 2014, ISBN: 978-1285436913.	
4. Andrea, Alfred J. and Overfield, James H.. <i>The Human Record: Sources of Global History, Vol. 1: To 1500</i> , 7th ed. Cengage, 2011, ISBN: 978-0495913078.	
5. Bentley, Jerry. <i>Traditions &amp; Encounters, A Global Perspective on the Past, Vol. 1: From the Beginning to 1500</i> , 5th ed. McGraw Hill, 2010, ISBN: 978-0077367947.	
6. Reilly, Kevin. <i>Worlds of History, Vol. 1 to 1550, A Comparative Reader</i> , 5th ed. St. Martin's, 2013, ISBN: 978-1457617829.	
<b>Assignments</b>	
Sample Assignment	

1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?
2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

**Student Learning Outcomes**

1. Describe and discuss, orally and/or in writing, the origins of humanity in prehistory and early patterns of land use; major developments in the civilizations of Africa, Asia, Europe, the Middle East, and the Americas from their origins through early modern times; the development and spread of major world religions; and transformations in inter-regional relations including migration, biological exchange, conquest, trade, and technological and cultural exchange.
2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.
3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.
4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.
5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.

**Minimum Qualification**

<b>Min. Qualifications:</b>	History (Masters Required)
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**Library**

<b>Library has adequate materials to support course?</b>	Yes
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**Distance Ed**

**Distance Education Application**

<b>Delivery Methods</b>	Online/Web-based
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**Distance Education Quality**

<b>Quality Assurance</b>	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality
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	<p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>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.</p> <p>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.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>

**Guidelines and Questions for Curriculum Approval of a Distance Education Course**

**Student Interactions**

Student-Instructor Interaction	Instructors will interact with students at least five times per week 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, and take quizzes and exams.	
Online Lecture	Students will read and watch lectures created and/or chosen by the instructors.	30%
Discussion	Every unit will introduce a new threaded discussion on assigned readings and materials. In the discussion,	30%

	students will practice critical thinking, clear writing, and thoughtful interaction.	
Exams	Quizzes and midterm and final exams	20%
Written assignments	Students will draft analytical essays, participate in group activities with classmates, and submit all assigned work.	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 16 units of the course will consist of weekly discussions, quizzes, and written assignments on the readings assigned. The percentages indicated in the Course Content also apply to the online version and suggest the allocated 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 college's 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 focusing on point-of-view in history will require that the student read multiple primary and secondary sources about a key event in history (for example, the Taiping Rebellion) and summarize and analyze how different historical persons or groups at the time interpreted the Rebellion, what it meant, and why it was important. The instructor will post questions/prompts that specifically guide the student to key aspects of the Rebellion. Students will respond to instructor prompts and to others' comments within a week's time. Students will be expected to post substantive comments, supported by evidence from the readings and return to the discussion to see how it has developed throughout the week.		

**Assessment Best Practices**

25%-**Quizzes** - Students will answer individual questions in response to assigned course readings and materials, which will be reviewed and scored by instructors.

50%-**Written assignments and Exams** - Instructors will score and offer feedback to students on exams and formal written assignments, such as document analyses.

25%-**Threaded discussions** - Instructors will score student responses to instructors' questions and to classmates' contributions to general class threaded discussions



**Santa Monica College**  
**Update (NEW/MODIFIED DE)**  
**Expanded Course Outline for MATH 54 - Elementary Statistics**

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	54
Full Course Title	Elementary Statistics
Catalog Course Description	This course covers concepts and procedures of descriptive statistics, elementary probability theory and inferential statistics. Course content includes: summarizing data; computation and interpretation of descriptive statistics;; classical probability theory; probability distributions; binomial, normal, T, Chi-square and F distributions; making inferences; decisions and predictions. This course develops, analyzes, and interprets confidence intervals for population parameters, hypothesis testing for both one and two populations, correlation and regression, ANOVA, and test for independence. This course develops statistical thinking through the study of applications in variety of disciplines. The use of a statistical/graphing calculator and/or statistical analysis software is integrated into the course.
Rationale	To offer a hybrid Math 54 in addition to our traditional Elementary Statistics class.
Proposed Start	Year: 2015 Semester: Fall
Proposed for Distance Ed	Yes
Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO
Credit Hours	Min: 4.00
Weekly Lecture Hours	Min: 4.00 (Sem: 72)
Lab Hours	Min: 0
Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Load Factor	
Repeatability	May be repeated 3 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	

<b>Transferability</b>	
Transfers to UC Transfers to CSU	
<b>IGETC Area:</b>	
<ul style="list-style-type: none"> <li>• IGETC Area 2: Mathematical Concepts and Quantitative Reasoning                             <ul style="list-style-type: none"> <li>◦ 2A: Mathematic</li> </ul> </li> </ul>	
<b>CSU GE Area:</b>	
<ul style="list-style-type: none"> <li>• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply)                             <ul style="list-style-type: none"> <li>◦ B4 - Mathematics/Quantitative Thinking</li> </ul> </li> </ul>	
<b>SMC GE Area:</b>	
<ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE)                             <ul style="list-style-type: none"> <li>◦ Area IV-B: Language and Rationality (Group B)</li> </ul> </li> </ul>	
<b>Program Applicability</b>	
<b>Designation</b>	Credit - Degree Applicable
<b>Proposed For</b>	<b>AS Degree</b> -General Science <b>AS-T Degree</b> -Business Administration <b>Certificate of Achievement</b> -IGETC/CSUGE
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite MATH 20 or Prerequisite MATH 18 or Prerequisite MATH 49</b>	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Summarize and interpret data.	
2. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.	
3. Analyze and interpret graphical presentations of data.	
4. Find and interpret measures of central tendency and dispersion	
5. Solve basic probability problems	
6. Analyze and interpret probability distributions including the discrete binomial distribution and the continuous normal distribution. Calculate the mean and variance for both discrete and continuous distributions	
7. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	
8. Formulate test, and interpret the statistical significance a hypothesis made about one-population parameters including the p-value and type I and type II errors.	

9. Formulate, test, and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.	
10. Formulate and analyze point and confidence interval estimates for the difference between the means and proportions of two populations.	
11. Formulate test, and interpret a hypothesis of independence between two variables.	
12. Formulate test, and interpret for equality of three or more population means using ANOVA.	
13. Find and interpret the correlation between two variables.	
14. Find the regression line, interpret associated values in context, and evaluate the goodness of fit of the regression model.	
15. Use the calculator and/or statistical analysis software to effectively implement the above objectives.	
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life sciences, health science, and education.	
<b>Arranged Hours Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
<b>Course Content</b>	
21%	Descriptive Statistics: <i>Summarize data graphically and numerically. Determine measures of central tendency, variation, relative position and levels/scales of measurement.</i>
8%	Probability: <i>Sample spaces and probability</i>
21%	Probability Distributions: <i>random variables, expected value, discrete distribution – binomial, continuous distribution – Normal. Sampling and sampling distributions.</i>
10%	Estimation: <i>Confidence intervals for one sample and two samples for the mean, proportion and standard deviation.</i>
22%	Hypothesis Testing: One and Two Populations: <i>Perform t-test and chi-square test for one population. Perform, z-test, t-test and f-test for two populations. Apply these techniques to application problems using data from disciplines including business, social sciences, psychology, life sciences, health science, and education. Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator.</i>
7%	Correlation and Regression: <i>Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator</i>
11%	ANOVA, Test for Independence, Non-Parametric Tests <i>Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator.</i>
Total: 100%	

<b>Methods of Presentation</b>	
Methods	Directed Study (independent study and internships) Group Work Lecture and Discussion Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 54% - Exams/Tests 3 In-class Exams</li> <li>• 30% - Final exam In-class Final Exam</li> <li>• 13% - Other Homework, Quizzes, Discussion, and Class Participation</li> <li>• 3% - Projects</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Closed-book, closed-notes exams will be given to determine the student's mastery of the material. A comprehensive closed-book, closed-notes final exam will be given to assess student learning outcomes and knowledge of course objectives. Department-approved sets of statistical formulas and tables may be provided during exams. A graphing calculator chosen from a department-approved list may be used during exams. Projects must be included as part of the evaluation process. The project will include data collection and the appropriate statistical analysis of the data set. At the discretion of the instructor, homework, quizzes or class participation may be part of the evaluation process.
<b>Appropriate Textbooks</b>	
APA	
1. M. Sullivan III. <i>Statistics Informed Decisions Using Data</i> , 4th ed. Pearson, 2013, ISBN: 0321757270.	
<b>Assignments</b>	
<p>#1: Use your TI-83/84 calculator and generate two sets of sample data that represent simulated IQ scores, as shown below.</p> <p>IQ Scores of treatment Group: Generate 10 sample values from a normally distributed population with mean 100 and standard deviation 15.</p> <p>IQ Scores of Placebo Group: Generate 12 sample values from a normally distributed population with mean 100 and standard deviation 15.</p> <ol style="list-style-type: none"> <li>1. After generating the two data sets, use a 0.10 significance level to test the claim that the two samples come from populations with the same mean.</li> </ol>	

2. If this experiment is repeated many times, what is the expected percentage of trials leading to the conclusion that the two population means are different? How does this relate to a type I error?
3. If your generated data should lead to the conclusion that the two population means are different, would this conclusion be correct or incorrect in reality? How do you know?

#2 Demonstration of the Central Limit Theorem:

1. Use a calculator or software to simulate 100 rolls of a die. Select a random generator that produces the whole numbers 1, 2, 3, 4, 5, 6, all randomly selected.
2. Find and record the mean of the 100 results.
3. Repeat the first two steps until 50 sample means have been obtained.
4. Enter the 50 sample means, and then generate a histogram and descriptive statistics for those means.
5. Without actually generating a histogram, what is the approximate shape of the histogram for the 5000 simulated rolls of a die? How does it compare to the histogram found in step d?
6. What is the mean of the 50 sample means? How does it compare to the mean of many rolls of a fair die?
7. What is the standard deviation of the 50 sample means? How does it compare to the standard deviation of outcomes when a single die is rolled a large number of times?
8. Describe how the preceding results demonstrate the central limit theorem.

**Student Learning Outcomes**

1. When given a data set, analyze the data set and design a presentation of the information using tables, graphs and statistical calculations.
2. When given sample data, decide on and use appropriate estimation strategies to make inferences about the important characteristics of population data, including the mean, proportion and variation
3. When given sample data, decide on and use an appropriate test to reach conclusions about a hypothesis made about a population parameter.

**Minimum Qualification**

Min Qualifications	No Minimum Qualifications For this Course
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**Distance Ed**

**Distance Education Application**

Delivery Methods	Other (explain)
If other is selected, describe here	There will be six on campus meetings, including the final exam, and the rest online.

**Distance Education Quality**

<p>Quality Assurance</p>	<p>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</p>
<p>Additional Considerations</p>	<p>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</p>

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

<p>Student-Instructor Interaction</p>	<p>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 instruction and support as needed for course navigation. Further clarification will also be provided regarding content, exams, and assignments.</p>
<p>Student-Student Interaction</p>	<p>Students will participate in student-student interactions using threaded discussions. Using this asynchronous forum, students</p>

	will be able to communicate with each other through out the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each chapter will include online supplemental notes, video links, power point presentations and/or detailed examples that will allow the student to assess their comprehension of the course content before they complete online homework and quizzes. The online assignments will provide immediate feedback to support different student learning styles.

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students.	30%
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to video lectures.	60%
Exams	There will be approximately 10 to 15 online quizzes throughout the term.	10%

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 be divided into 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/or a quiz. Exams will be given on campus approximately every quarter of the term. Towards the end of the term, there will be a group project and on-campus presentation by each group.

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 have familiarly with statistics learning software such as MyStatLab or WebAssign, graphing calculators such as TI-84 Plus, and statistical packages such as StatCrunch, Minitab, or Excel.

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.)

Link to Math Lab tutoring appointment system would be helpful for those who require additional support.



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, videos, and assignments will be made accessible through a statistics learning software such as MyStatLab or WebAssign. 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 activity based on objective 10: A data set will be posted in the class discussion board. Students are required to analyze a data set using either a graphing calculator such as TI-84 Plus or a statistical package such as StatCrunch. They need to check all the necessary conditions in order to formulate the confidence interval for the difference of two means. Once the conditions are verified, they determine and interpret the confidence interval. Finally, they post their results on the threaded discussion board for this activity.

#### Assessment Best Practices

**13%-Threaded Discussions, Online Homework, and Online Quizzes** - Students will be expected to contribute and respond to questions posted both by the instructor and other students in threaded discussions. Students will be required to complete online homework and online quizzes.

**54%-3 Exams** - There will be an exam on campus approximately every quarter of the term to assess the understanding of the material covered during that period.

**3%-Project** - Towards the end of the term, students will work in groups on a project and will do a class presentation on campus.

**30%-Final Exam** - A comprehensive closed-book and closed-notes final exam will be given at the end of term on campus.



## Latin American Studies Department Certificate

The Latin American Studies Department Certificate prepares students for work with Spanish and/or Portuguese-speaking populations in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Latin America and the Caribbean.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Latin America and the Caribbean and the differences and commonalities in their world views and systems.

### Area of Emphasis

<b>Required Language Courses (minimum 7 units)</b>		<b>Units</b>
PORTGS 1	Elementary Portuguese 1	5
SPAN 3	Intermediate Spanish I	5
SPAN 4	Intermediate Spanish II	5
SPAN 8	Conversational Spanish	2
SPAN 12	Spanish For Native Speakers 2	5
<b>Required Civilization Course</b>		<b>Units</b>
SPAN 20	Latin American Civilization	3

**Select a minimum of 6 units from ONE of the Focus Areas below:**

<b>Liberal Arts Focus Area</b>		<b>Units</b>
ENGL 57	Latin-American Literature	3
ENGL 58	Literature Of Mexico	3
ANTHRO 21	Peoples And Power In Latin America	3
HIST 5	History Of Latin America I	3
HIST 6	History Of Latin America II	3
HIST 19	History Of Mexico	3
SOCIOL 31	Latinas/os In Contemporary Society	3
AHIS 5	Latin American Art History 1	3
AHIS 6	Latin American Art History 2	3
AHIS 15	Mexican Art History	3
<b>International Business Focus Area</b>		<b>Units</b>
BUS 50	Introduction To International Business	3
BUS 51	Intercultural Business Communication	3
BUS 52	International Marketing	3
BUS 53	Importing And Exporting	3
BUS 54	International Management	3
BUS 55	Southern California's International Connections	3

<b>Health Sciences Focus Area (only available to students admitted to the SMC Nursing Program)</b>		<b>Units</b>
NURSNG 10	Nursing Skills	2
NURSNG 28	Community-Based Nursing Practice	1
NURSNG 60 ( <i>same as HEALTH 60</i> )	Multicultural Health And Healing Practices	3

<b>Dance Focus Area</b>		<b>Units</b>
DANCE 20	World Dance Survey	2
DANCE 22	Beginning Mexican Dance	2
DANCE 23	Intermediate Mexican Dance	2
DANCE 27	Brazilian Dance	2
DANCE 27B	Intermediate Brazilian Dance	2
DANCE 57A	World Dance Performance	3

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**Total Units for Area of Emphasis: 16**

PID 227

## Asian Studies Department Certificate

The Asian Studies Department certificate prepares students for work with Chinese, Japanese, or Korean-speaking populations in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Asia.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of East Asia and the differences and commonalities in the world view and systems of China, Japan or Korea.

## Area of Emphasis

**Select one "Language Track" from the choices below**

<b>Chinese Language Track (minimum 10 units)</b>		<b>Units</b>
CHNESE 9	Chinese Culture And Tradition	3
<b>and</b>		
Complete a minimum of 7 units from the courses below		
CHNESE 3	Intermediate Chinese 1	5
CHNESE 4	Intermediate Chinese 2	5
CHNESE 8	Conversational Chinese	2
 <b>Japanese Language Track (minimum 10 units)</b>		 <b>Units</b>
JAPAN 9	Japan: Culture and Civilization	3
<b>and</b>		
Complete a minimum of 7 units from the courses below		
JAPAN 3	Intermediate Japanese I	5
JAPAN 4	Intermediate Japanese II	5
JAPAN 8	Conversational Japanese	2
 <b>Korean Language Track (minimum 10 units)</b>		 <b>Units</b>
KOREAN 3	Intermediate Korean I	5
KOREAN 4	Intermediate Korean 2	5

**Select a minimum of 6 units from ONE of the Focus Areas below:**

<b>Liberal Arts Focus Area</b>		<b>Units</b>
AHIS 17	Arts Of Asia - Prehistory To 1900	3
ENGL 40	Asian Literature	3
ENGL 45	Asian Film, Literature, and Society	3
ENGL 49	Asian Mythology	3
HIST 24	History of East Asia to 1600	3
HIST 25	History of East Asia Since 1600	3
PHILOS 22	Asian Philosophy	3
POL SC 8	The Modern Far East	3

<b>International Business Focus Area</b>		<b>Units</b>
BUS 50	Introduction To International Business	3
BUS 51	Intercultural Business Communication	3
BUS 52	International Marketing	3
BUS 53	Importing And Exporting	3
BUS 54	International Management	3
BUS 55	Southern California's International Connections	3
 <b>Health Sciences Focus Area (only available to students admitted to the SMC Nursing Program)</b>		<b>Units</b>
NURSNG 10	Nursing Skills	2
NURSNG 28	Community-Based Nursing Practice	1
NURSNG 60 ( <i>same as HEALTH 60</i> )	Multicultural Health And Healing Practices	3
 <b>Dance Focus Area</b>		<b>Units</b>
DANCE 20	World Dance Survey	2
DANCE 21	Asian Pacific Dance Survey	2
DANCE 57A	World Dance Performance	3

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**Total Units for Area of Emphasis: 16**

PID 228

## African and Middle Eastern Studies Department Certificate

The African and Middle Eastern Studies Department Certificate prepares students for work with Arabic, Hebrew, Persian, Turkish, French, Spanish and/or Portuguese-speaking populations from Africa and the Middle East in the US and abroad. There are four possible areas of emphasis: liberal arts, international business, health sciences, and dance. This certificate is designed to complement an AA degree or certificate of achievement. Students will analyze and examine the countries and cultures of Africa and the Middle East.

### **Program Learning Outcomes:**

Upon completion of the program, students will demonstrate coherent and comprehensive analyses of the cultural and linguistic diversity of Africa and the Middle East and the differences and commonalities in their world views and systems.

### Area of Emphasis

<b>Required Language Courses (minimum 10 units)</b>		<b>Units</b>
ARABIC 1	Elementary Arabic 1	5
FRENCH 4	Intermediate French Ii	5
FRENCH 8	Conversational French	2
HEBREW 2	Elementary Hebrew II	5
HEBREW 8	Conversational Hebrew	2
PERSIN 2	Elementary Persian II	5
PORTGS 1	Elementary Portuguese 1	5
SPAN 4	Intermediate Spanish II	5
SPAN 8	Conversational Spanish	2
SPAN 9	The Civilization Of Spain	3
TURK 1	Elementary Turkish 1	5

### **Select a minimum of 6 units from ONE of the Focus Areas below:**

<b>Liberal Arts Focus Area</b>		<b>Units</b>
AHIS 18	Introduction To African Art History	3
ANTHRO 20	Traditional Peoples And Cultures Of Africa	3
ENGL 32	History And Literature Of Contemporary Africa	3
HIST 22	History Of The Middle East	3
HIST 30	History And Literature Of Contemporary Africa	3
HIST 38	History of Africa to 1900	3
HIST 39	History of Africa from 1900	3
POL SC 14	Middle East Government And Politics	3

<b>International Business Focus Area</b>		<b>Units</b>
BUS 50	Introduction To International Business	3
BUS 51	Intercultural Business Communication	3
BUS 52	International Marketing	3
BUS 53	Importing And Exporting	3
BUS 54	International Management	3
BUS 55	Southern California's International Connections	3

<b>Health Sciences Focus Area (only available to students admitted to the SMC Nursing Program)</b>		<b>Units</b>
NURSNG 10	Nursing Skills	2
NURSNG 28	Community-Based Nursing Practice	1
NURSNG 60 ( <i>same as HEALTH 60</i> )	Multicultural Health And Healing Practices	3

<b>Dance Focus Area</b>		<b>Units</b>
DANCE 20	World Dance Survey	2
DANCE 25	African Dance	2
DANCE 29	Middle Eastern/North African Dance	2
DANCE 57A	World Dance Performance	3

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**Total Units for Area of Emphasis: 16**

PID 230

## Automotive Technician- Introductory (revised 5/11/15) Department Certificate

Students who complete this short-term program may work in positions troubleshooting and repairing electronic and mechanical vehicle problems. Employees in these basic positions in today's automotive maintenance shop operate sophisticated tools and equipment and practice safe work practices under the guidance of more experienced technicians. Students wishing to take more advanced training may transfer their SMC courses to Rio Hondo College and to Cerritos College's Advanced Transportation Program.

This Department Certificate involves satisfactory completion of the semester units of the area of emphasis (articulated below). At least 50% of the area of emphasis units must be completed at Santa Monica College. Each course in the area of emphasis must be completed with a grade of C or higher. Additional information for the Certificate is available at the Transfer/Counseling Center and online at [www.smc.edu/articulation](http://www.smc.edu/articulation).

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

### Program Learning Outcomes:

Forthcoming

### Area of Emphasis

<b>Required Courses: (9 units)</b>		<b>Units</b>
AUTO 40	Automotive Maintenance And Operation	3
AUTO 45	Automotive Braking Systems	3
AUTO 46	Automotive Electrical Systems	3
AUTO 47 (new course added)	Suspension and Steering	3
<b>Recommended Course:</b>		<b>Units</b>
AUTO 50	Emerging And Alternative Auto Technology	3

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**Total Units for Area of Emphasis: 9 12**

PID 121

## Communication Studies (revised 5/5/15) Associate in Arts for Transfer (AA-T)

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

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

### **Program Learning Outcomes:**

Upon completion of the Communication Studies program, students will be able to analyze and demonstrate the relationship between speaker, audience, message, and medium in a variety of communication contexts. Students will also be able to identify, analyze and demonstrate appropriate conflict management styles in both interpersonal and intercultural forums.

### Area of Emphasis

<b>Required Core: (3 units)</b>		<b>Units</b>
COM ST 11	Elements Of Public Speaking	3
 <b>Select two of the following (6 units):</b>		<b>Units</b>
COM ST 16	Fundamentals Of Small Group Discussion	3
COM ST 21	Argumentation	3
COM ST 35	Interpersonal Communication	3
 <b>Select two of the following (6 units):</b> <b>Any course not already used above and/or:</b>		<b>Units</b>
COM ST 12	Persuasion	3
COM ST 14	Oral Interpretation: Performing Literature Across Cultures	3
COM ST 30 (added for C-ID COMM 180)	Introduction to Communication Theory	3
COM ST 37	Intercultural Communication	3
ENGL 2	Critical Analysis And Intermediate Composition	3
FILM 1	Film Appreciation Introduction To Cinema	3
MATH 54	Elementary Statistics	4
MEDIA 1	Survey of Mass Media Communications	3
PSYCH 5	The Psychology Of Communication	3
 <b>Select one of the following: (3 units)</b> <b>Any course not already used above or any one of the following:</b>		<b>Units</b>
ANTHRO 2	Cultural Anthropology	3
COM ST 9 (added as CSU trans COM ST)	Introduction to Communication Studies	3
COM ST 13	Voice And Diction	3
COM ST 31	Research Methods for Communication Studies	3
ENGL 2	Critical Analysis And Intermediate Composition	3
HIST 1	History Of Western Civilization 1	3
HIST 2	History Of Western Civilization II	3
JOURN 1	The News	3
PSYCH 1	General Psychology	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1S	Introduction To Sociology - Service Learning	3

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



## GRAPHIC DESIGN (revised 5/14/15)

### Associate in Science (AS) / Certificate of Achievement

Graphic Designers produce ideas and experiences with visual and textual content. The form of the communication can be physical or screen-based, and may include images, words, or graphic forms. The work can be logotypes, stationary, brochures, advertising, packaging, motion graphics, websites and many other types of projects. For additional career possibilities, visit the Career Services Center on the main campus to utilize career information systems and other valuable career resources.

#### **Program Learning Outcomes:**

Upon completion of the program, students will be able to solve a variety of communication problems utilizing imagery and typography and will possess basic graphic design skills, a working knowledge of current technology, and have the ability to work successfully as an entry-level graphic designer.

### Area of Emphasis

<b>Required Courses: (29 units) (NOTE: GR DES 31 is the first course students should take)</b>		<b>Units</b>
GR DES 31	Graphic Design Studio 1	2
GR DES 18	Introduction to Design Applications	3
GR DES 33	Typography Design 1	2
GR DES 34	Publication And Page Design I	3
GR DES 35	Drawing For Graphic Design	2
GR DES 38	Digital Illustration 1	4
GR DES 41	Graphic Design Studio 2	2
GR DES 51	Graphic Design Studio III	2
GR DES 64 ( <i>same as ET 37</i> )	Digital Imaging For Design I	3
GR DES 66	Web Design 2	3
PHOTO 1	Introduction To Photography	3

#### **Electives (11 units minimum):**

		<b>Units</b>
ET 34	Web Animation I	3
<del>GR DES 21</del>	<del>Electronic Prepress and Publishing</del>	<del>3</del>
<del>GR DES 32</del>	<del>Marker Techniques</del>	<del>2</del>
GR DES 43	Typography Design 2	2
GR DES 44	Publication and Page Design 2	3
GR DES 50	Graphic Design Portfolio Preparation	2
GR DES 54	Digital Illustration II	3
GR DES 61 ( <b>new course added</b> )	User Experience Design	3
GR DES 65	Web Design 1	2
GR DES 67	Web Design 3	3
GR DES 71	Motion Graphics 1	3
GR DES 71B ( <b>new course added</b> )	Motion Graphics 2	3
GR DES 75 ( <b>new course added</b> )	Mobile Design 1	3
GR DES 76 ( <b>new course added</b> )	Mobile Design 2	3
GR DES 90A	Internship	1
GR DES 90B	Internship	2
GR DES 90C	Internship	3

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**Total Units for Area of Emphasis:**

**40**

# Technical Theatre

## Associate in Science (AS) / Certificate of Achievement

The Technical Theatre Program provides rigorous academic instruction, hands-on practical training and experiential learning in several areas of technical theatre production. Through coursework as well as practical work on theatrical productions, students are trained in Stagecraft, Stage Lighting, Stage Sound, Scenic and Prop Construction, Stage Management, Stage Costuming and Stage Make-Up. Students will work with advanced technology and materials in the use of intelligent lighting systems, audio equipment, video projection equipment, stage machinery, set construction, scenic painting, and costume construction and design. Internship, mentorships and entry level job opportunities in the industry are made available to candidates who meet and exceed expectations.

### Program Learning Outcomes:

Upon completion of this program, students will demonstrate a basic knowledge of technical theatre and related fields, evaluate and analyze the inherent components that go into creating a theatrical or other live performance, and develop an overall understanding of the mechanics of live theatrical events and their place in the larger entertainment industry.

<b>Area of Emphasis (currently approved)</b>		<b>Units</b>
<b>Required Introduction/History (select one of the following 3 unit courses):</b>		<b>Units</b>
TH ART 2	Introduction To The Theatre	3
TH ART 5	History Of World Theatre	3
<b>Required Core Courses:</b>		<b>Units</b>
TH ART 20	Stagecraft	3
TH ART 22	Stage Lighting	3
TH ART 25	Introduction to Theatrical Sound	3
TH ART 26	Introduction To Stage Costuming	3
TH ART 28A	Beginning Stage Make-Up	1
<b>Required Production Workshop (any combination of courses; 3 units required):</b>		<b>Units</b>
TH ART 18A	Technical Theatre Production Workshop	1
TH ART 18B	Technical Theatre Production Workshop	2
TH ART 18C	Technical Theatre Production Workshop	3
<b>Total Units for Area of Emphasis:</b>		<b>19</b>

<b>Area of Emphasis (proposed revision 5/15/15)</b>		<b>Units</b>
<b>Required Introduction/History (select one of the following courses):</b>		<b>Units</b>
TH ART 2	Introduction To The Theatre	3
TH ART 5	History Of World Theatre	3
<b>Required Stagecraft:</b>		<b>Units</b>
TH ART 20	Stagecraft	3
<b>Required Production Workshop (any combination of courses; 3 units required):</b>		<b>Units</b>
TH ART 18A	Technical Theatre Production Workshop	1
TH ART 18B	Technical Theatre Production Workshop	2
TH ART 18C	Technical Theatre Production Workshop	3
<b>Elective Courses (select a minimum of 10 units from the following courses):</b>		<b>Units</b>
TH ART 21 (new course added)	Scenic Painting Techniques	3
TH ART 22	Stage Lighting	3
TH ART 25	Introduction to Theatrical Sound	3
TH ART 26	Introduction To Stage Costuming	3
TH ART 28A	Beginning Stage Make-Up	1
TH ART 31 (new course added)	Introduction to Stage Management	3
<b>Total Units for Area of Emphasis:</b>		<b>19</b>