



CURRICULUM COMMITTEE | AGENDA

Wednesday, March 2, 2016 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walt Louie	James Pacchioli
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Kymia Mahjouri (AS)	Elaine Roque
Brenda Antrim (non-voting)	Helen LeDonne	Steve Maldonado (AS)	Gita Runkle
Ida Danzey	Karen Legg	Emin Menachekanian	David Shirinyan
Christina Gabler	Emily Lodmer	Estela Narrie	Mark Tomasic
Sandra Hutchinson	Georgia Lorenz	Darryl-Keith Ogata	Odemaris Valdivia

Interested Parties:

Maria Bonin	Jonathan Eady (AS)	Pete Morris	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Esau Tovar
Vicki Drake	Erica LeBlanc	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler	Jesse Randel
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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 Minutes3
- IV. Chair’s report:
- V. Information Items:

(Course Updates)

- 1. KIN PE 56A Beginning Track And Field
- 2. MATH 2 Precalculus
- 3. MATH 10 / CS 10 Discrete Structures
- 4. MATH 11 Multivariable Calculus
- 5. MATH 18 Intermediate Algebra for Statistics and Finite Mathematics
- 6. MATH 21 Finite Mathematics
- 7. MATH 26 Functions and Modeling for Business and Social Science
- 8. MATH 28 Calculus I for Business and Social Science
- 9. MATH 29 Calculus 2 for Business and Social Science
- 10. MATH 41 Mathematics for Elementary School Teachers
- 11. MATH 81 Basic Arithmetic
- 12. MATH 84 Prealgebra
- 13. MATH 85 Arithmetic and Prealgebra

(Course Deactivation)

- 14. MUSIC 35 Women in Music (deactivation of the course and removal from the following programs: History AA-T, Liberal Arts – Arts & Humanities AA, Music AA, and Women’s Studies AA)

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

VI. Action Items:

(Consent Agenda)

- a. ET 20 Visual Development (course update and removal of ET 91 and ET 94 from prerequisites and change to Skills Advisories instead)
- b. TH ART 15A Stage Movement For The Actor (renumbering to TH ART 15 and course update)

(New Courses)

- c. KIN PE 56B Intermediate Track and Field.....5
- d. PRO CR 25 Personal Trainer Instructor8

(Distance Education)

- e. ECE 21 Observation And Assessment 12
- f. ECE 22 Practicum in Early Childhood Education..... 19
- g. GEOG 14 Geography Of California.....26
- h. PHILOS 23 Philosophy Of Religion34

(Program Revisions)

- i. Digital Media Associate in Science (AS) / Certificate of Achievement (removal of ET 58 and ET 59; addition of GR DES 71 and GR DES 71B).....40
- j. Changes to degrees and certificates as a result of courses considered on this agenda

VII. New Business

- Non-Credit Overview Presentation

VIII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, February 17, 2016 / 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Sandra Hutchinson	Georgia Lorenz	James Pacchioli
Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Walt Louie	Gita Runkle
Brenda Antrim (non-voting)	William Konya	Emin Menachekanian	David Shirinyan
Ida Danzey	Karen Legg	Estela Narrie	Mark Tomasic
Christina Gabler	Emily Lodmer	Darryl-Keith Ogata	

Members Absent:

Helen LeDonne	Kymia Mahjouri (AS)	Steve Maldonado (AS)	Darryl-Keith Ogata
Elaine Roque	Odemaris Valdivia		

Others Present:

Jamie Cavanaugh

MINUTES

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

I. Call to order:

The meeting was called to order at 3:12pm.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of December 2, 2015 were approved as presented.

IV. Chair's report:

- Guido reported that all approved action items from the previous Curriculum Committee meeting were approved by the Academic Senate on December 15, 2015.
- Guido welcomed new member Christina Gabler as the representative of Philosophy/Social Science and History (replacing Rachel Petrocelli who is unable to continue her service to the committee).
- It was reported that 43 applications for admission were received for the Bachelor of Science in Interaction Design.

V. Information Items:

- I. Baccalaureate Degree General Education and Graduation Requirement Update
 - The requirements of the Baccalaureate Degree can be found on the Program of Study and will include SMC's Global Citizenship Graduation Requirement.

VI. Action Items:

(Consent Agenda)

- a. CIS 54 (course update and title change from Web Page Development and Scripting I to Web Development and Scripting)

Motion made by: Georgia Lorenz **Seconded by:** Estela Narrie

The motion passed unanimously.

(New Courses; Upper Division)

- b. ENGL 300 Advanced Writing and Critical Thinking in the Disciplines (prerequisite: ENGL 2 and Admission to the SMC baccalaureate program) – presented by Guido Davis Del Piccolo

Motion made by: David Shirinyan **Seconded by:** Maral Hyeler

The motion passed unanimously.

Prerequisite ENGL 2 and Admission to the SMC baccalaureate program:

Motion made by: Emily Lodmer **Seconded by:** Estela Narrie

The motion passed unanimously.

(New Degree)

- c. Bachelor of Science in Interaction Design – presented by Guido Davis Del Piccolo and Jamie Cavanaugh

Motion made by: William Konya **Seconded by:** Walt Louie

The motion passed unanimously.

VII. Adjournment

The meeting adjourned at 3:50pm.

Santa Monica College New SMC Course

Expanded Course Outline for KIN PE 56B - Intermediate Track and Field

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	56B
Full Course Title	Intermediate Track and Field
Catalog Course Description	This course is designed for students that have some experience in the sport of track and field. Students will learn about middle distance and long distance events as well as the discus and high jump. Students will continue to work on running mechanics and learn about planning and organizing workouts.
Rationale	This course allows student to further their knowledge and experience in the sport.
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
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	
Transferability	
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"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ◦ E - Lifelong Understanding and Self-Development 	
Program Applicability	
Designation	Credit - Degree Applicable
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	

1. Demonstrate proper techniques for throwing a discus.	
2. Plan and organize workouts for a track and field sprinter or middle distance athlete.	
3. Compete in a middle distance or long distance event.	
4. Demonstrate the footwork and technique for the high jump.	
Course Content	
15%	Discus
15%	Middle distance events
15%	Long distance events
15%	Planning and organizing workouts
25%	Training and participation in track and field events
15%	High jump
Total: 100%	
Lab Content	
100%	All content is lab content
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 65% - Class Participation • 20% - Exams/Tests Practical tests mid semester and at the end of the semester. • 15% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Other	
1. NCAA Rules and Regulations for Track and Field, 2015	
2. Handouts provided by the instructor.	
Assignments	
Sample Assignment	
1. Students will write out workouts and an overall training plan for an in-season sprinter.	
2. Students will create a strategy for running a 1200 meter race.	
3. Students will explain the similarities and differences between the shot put and discus events.	
4. Students will write about the similarities and differences of the long jump and high jump.	
Student Learning Outcomes	

1. Articulate the training middle distance athletes.	
2. Demonstrate the basic fundamentals for throwing the discus.	
3. Explain the correct technique and footwork for the high jump	
Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College New SMC Course

Expanded Course Outline for PRO CR 25 - Personal Trainer Instructor

Course Cover	
Discipline	PRO CR-KINESIOLOGY PROFESSIONAL COURSES
Course Number	25
Full Course Title	Personal Trainer Instructor
Catalog Course Description	This course gives students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This is a comprehensive course for designing individualized programs based on each client's unique health, fitness, and goals. This course helps students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.
Rationale	This course will add depth to the Kinesiology department. It is a career based course because it prepares students to sit for a personal training certification exam. Personal training is a very popular job and career in the kinesiology field. This course is also great for all kinesiology majors regardless if they are interested specifically in personal training. The main reason for this is that the course covers such a vast amount of information in the exercise science field.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Kinesiology Physical Education Certificate of Achievement -Athletic Coaching
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Possess the ability to test and evaluate body composition, cardiorespiratory function, flexibility, and muscular strength and endurance.	
2. Identify the components of cardiorespiratory exercise programming.	
3. Identify the guidelines and considerations for effective strength training.	
4. Identify the principles of stretching.	
5. Create an exercise program consisting of cardiorespiratory, flexibility, and muscular strength components.	
6. Understand basic nutrition and metabolism.	
7. Understand health concerns for special populations.	
Course Content	
5%	Benefits of Physical fitness & Exercise Training - influence of exercise on mental, emotional, physical, and mental health.
25%	Fitness Training - components of fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility), principles of exercise and overload; resting, training and recovery heart rates
10%	Basic Anatomy - skeletal, muscular, neuro-muscular systems; how to analyze exercises (joint, movement, muscle identification)
10%	Exercise Physiology - stroke volume and cardiac output; anaerobic and aerobic metabolism and their relation to exercise
10%	Biomechanics - principles of human movement and exercise analysis
10%	Nutrition - essential nutrients (such as vitamins, minerals, fats, carbohydrates, proteins), food pyramid, weight management
10%	Body alignment and posture - exercise guidelines and postural exercise precautions
5%	Prevention and care of injuries - sprain, strain, shin splints, bursitis, tendonitis, dislocation; ice protocol; hot/cold protocol, RICE; exercises to strength before and after injuries.
10%	Exercise Program Design - exercise segments; planning, organizing and creating various exercise programs
5%	Legal liabilities
Total: 100%	
Lab Content	
50%	Explore muscular strength, muscular endurance, cardiovascular endurance, and flexibility exercises with emphasis on correct and

	effective body position and movement to achieve desired results.
15%	Explore various exercise programs to achieve the various benefits of physical fitness - using exercises such as aerobic exercise, weight training exercises, partner resistance, partner flexibility, par course, power walking and isometric exercises.
5%	Explore various nutritional programs and analyze individual dietary intake and calorie expenditure. Analyze body composition using various body composition tools.
5%	Explore building blocks of correct posture.
5%	Evaluate postures in various working situations - sitting, standing, walking, climbing and descending stairs, entering and exiting vehicles.
5%	Evaluate body alignment for postural divergencies and foot problems.
15%	Explore various exercise programs and their design: aerobic exercise class, weight training programs, individual exercise programs.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lab Lecture and Discussion Observation and Demonstration Online instructor provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests Groups of chapters sectioned together for exams • 10% - Final exam Review of course content • 15% - Homework 3 day nutrition analysis homework assignment • 25% - Lab Reports For every lab session students will be required to do an in class assignment • 10% - Other Interview a current personal trainer assignment • 20% - Projects Students will need to create a comprehensive fitness program for a client including strength training, cardiovascular training, warm up, and cool. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA

Textbooks	
1. Bryant, Merrill, Green. <i>ACE Personal Trainer Manual</i> , 5th ed. American Council on Exercise, 2015	
2. American Council on Exercise. <i>ACE Essentials of Exercise Science</i> , 4th ed. American Council on Exercise, 2010	
Assignments	
Sample Assignment	
Students will be asked to create a comprehensive fitness program for a client of their choice. The fitness program will need to include strength training, cardiovascular training, warm up, and cool down. This portion of the project can be created as a chart or list on Excel. Also, the student will be required to write a 1-2 paper that details the program.	
Student Learning Outcomes	
1. Demonstrate the ability to test and evaluate body composition, cardiorespiratory function, flexibility, and muscular strength.	
2. Demonstrate an understanding of basic nutrition and metabolism.	
3. Identify the guidelines and considerations for effect strength training.	
Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required) - Personal Training Certification through ACE, NASM, NSCA, or ACSM. CSCS certification is also included.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College
Update (NEW/MODIFIED DE)
Expanded Course Outline for ECE 21 - Observation And Assessment

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	21
Full Course Title	Observation And Assessment
Catalog Course Description	This course is a supervised field experience which focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Students will also be required to complete 17 days of supervised field experience in an early childhood setting (a minimum of 51 hours, 1 day equals 3 or more hours). Students are required to have a current TB test and Current Livescan completed at SMC OR a current California Commission on Teacher Credentialing Certificate of Clearance OR current CA Child Development Permit . Students must bring a copy of their TB test and Livescan to class by the second class meeting. NOTE: The hours of this course may be applied toward the Experience Requirement of the Child Development Teacher Permit.
Proposal Information	
Proposed Start	Year: 2016 Semester: Summer
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree

	<p>-Early Childhood Education- Career AS-T Degree -Early Childhood Education Certificate of Achievement -Early Childhood Education</p>
Pre/Corequisites & Advisories	
<p>Prerequisite PSYCH 11</p> <hr/>	
<p>Prerequisite ECE 2</p> <hr/>	
<p>Prerequisite ECE 11</p> <hr/>	
<p>Prerequisite at least ONE of the following</p> <hr/>	
<p>Prerequisite ECE 4 or</p> <hr/>	
<p>Prerequisite ECE 5 or</p> <hr/>	
<p>Prerequisite ECE 8 or</p> <hr/>	
<p>Prerequisite ECE 17</p> <hr/>	
Course Objectives	
<p>Upon satisfactory completion of the course, students will be able to:</p>	
<p>1. Demonstrate knowledge of the legal and ethical responsibilities, including objectivity and confidentiality related to assessment in all interactions in early childhood settings.</p>	
<p>2. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.</p>	
<p>3. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.</p>	

4. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
5. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
6. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
7. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
8. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
9. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
10. Demonstrate knowledge of the role that observation and assessment play in intervention.

Arranged Hours Objectives

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

1. A. Identify and apply basic quantitative and qualitative observation and recording techniques. B. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States). C. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

Course Content

6.2%	Legal and ethical responsibilities including confidentiality
6.2%	National and State standards for learning and assessment
6.2%	Historic and current tools of observation and assessment
6.2%	How social context, health, well being, and the environment effect assessment
6.2%	Appropriate procedures of child observation
7%	Various methods of documentation and recordkeeping
6.2%	Observation as on-going process
6.2%	Observation and assessment as a tool to create appropriate environments
6.2%	Application of basic elements of child development theory to observation and assessment
6.2%	Identify differences in development and skills among children
6.2%	Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
6.2%	Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
6.2%	The value of collaboration with families and other professionals
6.2%	Cooperative relationships with professionals and families and teachers in support of children with special needs
6.2%	The role of assessment in early intervention
6.2%	Importance of identifying personal biases

Total: 100%	
Arranged Hours Instructional Activities	
Methods	Field Experience Observation and Demonstration Online instructor provided resources
Other Methods	Students will complete observations and assignments during their 3 hours a week at their field experience placement site.
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion Observation and Demonstration Online instructor provided resources
Other Methods	Analysis, Videos, Case Studies
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 100% - Total
Additional Assessment Information (Optional)	20% Exams 20% Written Assignments 20% Observation Analysis 20% Mentor evaluation 20% Self evaluation
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Cohen, D.H. and Stern, V.. <i>Observing and Recording the Behavior of Young Children</i> , 5th ed. NY: Teachers College Press, 2008	
Assignments	
Sample Assignment	
<p>Observation of a child: Students will be asked to use a standard assessment tool such as a section of Desired Results, Ages and Stages or the Brigance and observe a young child in their home and or school setting. They will be required to record their observations, analyze the data and report on the challenges experienced when doing a child observation.</p> <p>Sample Assignment 2</p> <p>Students will do an analysis of a school environment using the Early Childhood Environment Rating Scale (ECERS) and report their findings in written form.</p>	
Student Learning Outcomes	

1. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. and exam questions	
2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	
3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.	
4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	
5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum

	<p>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	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.	
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.	
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussion of relevant topics	30%
Online Lecture	Narrative with embedded web links and video links if applicable	10%
Written assignments	Self reflections, observations, plans, philosophy	30%
Other (describe)	Small group: peer review of observations	30%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
The course will be taught over the period of 8-18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate.		

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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document.
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.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR).
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.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Course Objective #7 Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO)
After viewing 3 ECERS Video clips,(Blocks, Math materials and Music and Movement) students will score the clips and upload each score sheet to the appropriate Threaded discussion topic link.
Then classmates will review 2 different classmates score sheet From 2 different Areas (Blocks, Math materials and Music and Movement) and will agree or disagree with those findings by providing a rationale for their decision using the ECERS textbook examples from the video.
Assessment Best Practices
20%- Small group assignment - guidelines for each small group experience clearly delineated - assessed by rubric
50%- Written papers uploaded into course shell - Written assignment assessed by rubric which include constructive feedback from instructor
30%- Threaded Discussion-guidelines for each discussion clearly delineated - Threaded discussion grading rubric

Santa Monica College Update (NEW/MODIFIED DE)

Expanded Course Outline for ECE 22 - Practicum in Early Childhood Education

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	22
Full Course Title	Practicum in Early Childhood Education
Catalog Course Description	This course is a demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. A current TB test and live scan will be required. Students will also be required to complete 33 days in an early childhood setting. (1 day equals 3 or more hours.) NOTE: Students must bring a copy of a current California Commission on Teacher Credentialing Certificate of Clearance or current CA Child Development Permit and a TB test clearance on the first day of class.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 6.00 (Sem: 108)
Total Semester Instructional Hours	162.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood Career AS-T Degree -Early Childhood Certificate of Achievement -Early Childhood - Career
Pre/Corequisites & Advisories	
Prerequisite	
ECE 21	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.	
2. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.	
3. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.	
4. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.	
5. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.	
6. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.	
7. Critically assess personal experiences to inform and guide future teaching and collaborative practices.	
8. Develop a recordkeeping system to document and track children's progress.	
9. Demonstrate professional behavior and preparation for the field of early childhood education.	
10. Demonstrate a professional level of competence in written and verbal expression	
11. Apply principles of effective advocacy in assignments or projects	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.	
2. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.	
3. Analyze classroom space in terms of its effect on the behavior and interactions of	

children and teachers.	
4. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.	
Course Content	
5%	Application of developmentally, culturally, linguistically appropriate practices
5%	Organization of space, time, materials and children's groupings
5%	Positive interactions with children and adults in primary language(s)
5%	Authentic assessment and documentation for all children
5%	Take into account adaptations for children with diverse abilities, learning styles and temperament
7%	Recording and analysis of professional teaching practices
5%	Professional and ethical conduct
5%	Typical teaching and non-teaching responsibilities in early childhood settings
8%	Self-Reflection and self-assessment through team collaboration and portfolio
40%	<ul style="list-style-type: none"> • Curriculum Development <ul style="list-style-type: none"> ○ Curriculum Cycle-Observation, Planning, Implementation, ○ Evaluation, Documentation ○ Individual, small group, & whole group applications ○ Content Areas may include:, Language, Literacy, Math, ○ Science, Social Studies, Visual and Performing Arts, Sensory Activities ○ Developmental Domains-Social, Emotional, Cognitive, Physical- ○ Integration across Curriculum and in collaboration ○ Use of Environment ○ Use of Interactions ○ Professional development skills
5%	State Qualifications
5%	Career Ladder
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Lecture and Discussion Observation and Demonstration
Other Methods	Students will complete observations and assignments during their 6 hours a week at their practicum- field experience placement site.
Methods of Presentation	
Methods	Field Experience Lecture and Discussion

	Observation and Demonstration Online instructor provided resources
Other Methods	videos, observations of teachers and children in the field, guest speakers, large and small group discussions, PowerPoint's
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Exams/Tests • 55% - Other Video Analysis, Mentor / supervisor evaluation • 10% - Portfolios • 25% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Wiltz, Nancy. <i>Developing and Presenting a Professional Portfolio in Early Childhood Education</i> , ed. Upper Saddle River, NJ: Pearson, 2008	
2. Machado J., Botnarescue, H.M. <i>Student Teaching, Early Childhood Practicum Guide</i> , 7th ed. KY: Cengage, 2011	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Using the Desired Results Developmental Profile, conduct an observation of an infant, toddler or preschooler at your fieldwork site. Based upon your assessment findings, plan and implement an appropriate activity for that child. 2. Video-tape your interactions with young children at your placement site. View the video taped interaction and complete a self assessment questionnaire. Review the tape and your self assessment with peers and your instructor. 	
Student Learning Outcomes	
1. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	
2. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children. As assessed by: observation assignments, field site project, or videos of student interactions in placement site	
3. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	
4. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children. As assessed by: a written observation thorough the Early Childhood Environmental Rating Scale (ECERS)	

5. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children	
6. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children As assessed by: video assessment and reflection of their activities in their placement site	
7. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults. As assessed by: Written evaluation of their own performance	
8. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	
9. Critically assess one;s own teaching experiences to guide and inform practice. As assessed by: Written evaluation of their own performance	
10. Critically assess one?s own teaching experiences to guide and inform practice.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students

	<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	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.	
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.	
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussion of relevant topics	30%
Online Lecture	Narrative with embedded web links and video links if applicable	10%
Written assignments	Self reflections, observations, plans, philosophy	30%
Other (describe)	Small group: peer review of classroom student teaching recordings	30%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
The course will be taught over the period of 17-18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook		

assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate.
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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document.
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.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR).
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.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
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.).
After viewing Either a Toddler or Pre-K CLASS video segment students will score the clips and upload each score sheet to the appropriate Threaded discussion topic link . Then classmates will review 1 classmates CLASS score sheet and will agree or disagree with those findings by providing a rationale for their decision using the CLASS manual and examples from the video.
Assessment Best Practices
20%- Small group assignment - guidelines for each small group experience clearly delineated - assessed by grading rubric 50%- Written papers uploaded into course shell - Written assignment assessed by rubric which include constructive feedback from instructor 30%- Threaded Discussion - guidelines for each discussion clearly delineated - Threaded discussion grading rubric

Santa Monica College
Update (NEW/MODIFIED DE)
Expanded Course Outline for GEOG 14 - Geography Of California

Course Cover	
Discipline	GEOG-GEOGRAPHY
Course Number	14
Full Course Title	Geography Of California
Catalog Course Description	This course surveys the physical and human geography of California and the processes shaping its landscapes. Topics include natural features and resources, such as geology, climate, plants and animals, and hydrology. Historical and current trends in human population, migration, and settlement patterns are considered, including a review of the state's major cultural groups. Primary and advanced economic activities are examined within modern rural and urban settings. Emphasis is on the profound connections between these topics, on California's unequaled diversity and the rapid change that is transforming our people and its landscapes.
Proposal Information	
Proposed Start	Year: 2016 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	3-hour lecture format
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ○ 4E: Geography 	

CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ○ D5 - Geography 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area II-B: Social Science (Group B) ○ Area V: Global Citizenship 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Geography AA-T Degree -Geography
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss connections between the events and processes that have shaped California's people and landscapes	
2. Explain how diverse physical environments have contributed to diverse human activities and cultures	
3. Describe how limitations and adversity caused by natural landscapes, resources, and events have impacted human activities and cultures	
4. Analyze how people's economic activities have encouraged changes in population, migration, and cultural trends	
5. Recognize and discuss the incredibly diverse physical and human processes and landscapes that interact to make California unique.	
6. Describe the variety of physical features and landscapes created by so many different interactions between the geology, weather and climate, hydrology, and plants and animals of the state	
7. Compare and contrast the variety of cultures and human landscapes resulting from historical, economic, political and cultural trends	
8. Define contributions from and interactions between diverse ethnic groups, including Native Americans, Latinos, Asians and Pacific Islanders, European Americans and African Americans.	
9. Compare and contrast how people of various ethnic groups, cultures, classes and lifestyles work and interact to build and transform California's landscapes	
10. Trace ways in which rapid change in populations and landscapes has played a key role in defining California and Californians.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	

Course Content	
10%	Introducing California ? Unifying themes in the geography of the state, a regional geography.
5%	California?s Dynamic Geologic History ? How past processes explain current distributions of rocks, minerals, fossils and earth resources.
5%	Modern Geomorphology: Current and Future Physical Landscapes ? Landforms created by internal mountain-building forces; landforms created by external denudational forces.
5%	California?s Weather and Climate ? Geographic factors controlling the state?s weather and climate; seasonal weather patterns; California?s many climates.
5%	Biogeography: Distribution of Plants and Animals in California ? A general view of the state?s living landscapes; major plant and animal communities.
10%	Water Resources: Hydrology of California ? Natural waterscapes and human water projects.
5%	Human Geographic History: Native Americans; Spanish and Mexican periods (up to 1846) ? Includes Native American cultures and their land use; decimation by immigrant cultures through disease, Christianization, exploitation as labor source; a study of Spanish and Mexican immigration: influences on landscape and architecture, Native American population, romanticism of Spanish influence and settlement of California.
5%	Human Geographical History, continued: California since the Gold Rush; assembling California?s cultures, economies and human landscapes ? Includes African-American migration during and after the Civil War; arrival of Europeans and Asians to work mines and railroads; settlement patterns, issues of socio-economic class.
10%	Human Population and Migration Patterns ? History and growth of California?s dynamic population; immigrants and their effects; migration and population patterns within the state; recent trends. New Latino and Asian immigration patterns. Adjusting expectations: the Hmong in the Fresno area.
5%	California?s Ethnic Groups, Cultures and Lifestyles ? Stereotypes of California?s cultures; preserving past cultures, historic structures/landmarks and landscapes. Community and displacement, i.e., Chavez Ravine, the 105 Freeway. Culture, class and land use issues. Impacts on use of public space.
5%	California?s Ethnic Groups, Cultures and Lifestyles, continued ? Native Americans, European and Middle Eastern Americans, Asians and Pacific Islanders, African Americans, Latinos; religion, gender and lifestyles; mixing modern and future California cultures. Connecting through public spaces: malls, centers, parks and

	institutions.
5%	Primary Economies and Rural Landscapes ? Agriculture, forestry, mining and related industries; rural people and their landscapes. Relationships between economies. Indebtedness to immigrant cultures: Latino and Japanese influences and contributions in agriculture, effects of Japanese internment.
5%	Secondary Industries and People in Manufacturing ? Tertiary industries and beyond - high tech and highly skilled, the disappearing middle class. Emigration and immigration patterns in the state and population projections.
10%	Urban Geography of California ? Structure and function of California?s cities; people, problems and issues in California?s urban areas. Ghettos or ethnic enclaves? Urban flight. Dissolving communities and mobile societies.
5%	California in the 21st Century ? Improving living and working environments; cultural issues - melting pot or salad bowl?; finding connections and solving problems in future California, the value of community.
5%	Improving living and working environments, continued. Review and final
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion Online instructor provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Exams/Tests 3 exams and a final. • 25% - Quizzes Short chapter or topical quizzes • 15% - Research Projects Independent project on topic in California Geography • 10% - Written assignments Short writing assignments on specific topics in California Geography • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Selby, William. <i>Rediscovering California Geography</i> , 3rd ed. Wiley, 2013, ISBN: 978-1-118-452014-2.	

<p>1. Some examples of traditional supporting references: Allen and Turner; The Ethnic Quilt: Population Diversity in Southern California Camille Guerin-Gonzales; Mexican Workers and American Dreams Jean C. Houston; Return to Manzanar Kevin Starr's histories of California Ronald Takaki; Strangers from a Distant Shore John Templeton; Our Roots Run Deep: The Black Experience in California, 2 vols Dan Walters; The New California: Facing the 21st Century</p>	
Assignments	
Sample Assignment	
<p>1. How has the diverse physical geography/natural history of California played an important role in shaping the diverse human geography (population, history, settlement patterns, cultures, economies, and people) of our state? What connections can be made between California and the natural and human forces and processes that are shaping our Earth and its landscapes?</p> <p>2. List and describe the geologic hazards in California. Include in your essay: the tectonic forces involved with the hazards and possible economic, physical, social consequences of the hazards.</p>	
Student Learning Outcomes	
1. Evaluate California's diverse physical and human landscapes and understand the forces that are changing them.	
2. Evaluate California's diverse physical and human landscapes and understand the forces that are changing them.	
3. Make connections between the places and events that define California so that they can identify issues and apply this knowledge to solve problems.	
4. Make connections between the places and events that define California so that they can identify issues and apply this knowledge to solve problems.	
5. Exhibit a better understanding of the diversity and change that make California unique.	
6. Exhibit a better understanding of the diversity and change that make California unique.	
Minimum Qualification	
Minimum Qualifications:	Geography (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Web-based
Distance Education Quality	
Quality Assurance	Course objectives have not changed

	<p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <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>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	<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 instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments. The instructor will also provide a virtual office and will be available to talk to students over the phone if necessary.</p>
Student-Student Interaction	<p>Students will participate in student-student interactions using threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on a more personal level.</p>
Student-Content Interaction	<p>Students will engage with the content regularly throughout the course. Each unit will include online lectures, video links and practice quizzes that will allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes will provide immediate feedback</p>

	to support different student learning styles. Students will also be asked to watch online videos and perform exercises on external web sites.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students	20%
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to external content.	25%
Videos	Students will be required to view and comment upon online videos assigned by the instructor	10%
Project Presentation	At the end of the semester, collaborative groups of students will be required to prepare a presentation on a topic in California Geography of their choosing (subject to instructor approval) and upload it to eCollege. Students are expected to answer questions about their presentation from the instructor and other students.	15%
Exams	Online quizzes will be given after every unit and exams will be given after every module.	30%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
The course will be divided into 15 units. Each unit will be broken down into smaller modules. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, a discussion board and a quiz. An exam will be given at the end of each unit.		
At the end of the semester, students will work in groups on a project such as a PowerPoint presentation or a video presentation. Students will be required to answer questions about this from the instructor and other students.		
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)		
No specialized training or support required.		
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)		
Links to library databases will be provided as an integral part of the course.		
Describe how the design of the course will ensure access for students with disabilities		

including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

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

Course Objective # 1: Discuss connections between the events and processes that have shaped California's people and landscapes

The California Gold Rush changed California. Using a variety of resources, explain these changes, including a description of some of the cultural, social and economic impacts of the Gold Rush and its role in including California into the United States of America.

Upload your completed paper and reference page to Dropbox

Assessment Best Practices

20%-**Written essays on specific topics in California Geography** - Assessed on content, spelling, punctuation, grammar, and paragraph development

30%-**Exams and quizzes** - Quizzes at the end of each unit, with exams at the end of every module

20%-**Discussion Boards** - Students will be graded on frequency of responding, quality of response, interaction with other students

15%-**Homework assignments on various topics in California Geography** - Quality of written work, content of paper, completion of assignments

15%-**Student project presentations** - Graded on content, quality of work, group work ethics

Santa Monica College
Update (NEW/MODIFIED DE)
Expanded Course Outline for PHILOS 23 - Philosophy Of Religion

Course Cover	
Discipline	PHILOS-PHILOSOPHY
Course Number	23
Full Course Title	Philosophy Of Religion
Catalog Course Description	This is an introduction to several traditional philosophical problems connected with religious belief. Among the issues to be discussed are the existence and nature of God, the problem of evil, the mysticism, the rationality of religious belief, and the relationship between reason and revelation.
Proposal Information	
Proposed Start	Year: 2016 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC	
Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area III: Humanities 	
Program Applicability	

Designation	Credit - Degree Applicable
Pre/Corequisites & Advisories	
Skills Advisory Eligibility for English 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Recognize and explain the difference between the literal and metaphorical use of language occurring in both science and religion.	
2. Identify the main areas of philosophical conflict that presently exist between religion and science, articulate the reasons why such conflicts occur, and explain and evaluate the various proposed ways of resolving them.	
3. State, analyze, and assess traditional arguments both for and against the existence of God.	
4. Present and evaluate the differing viewpoints concerning the appropriate interpretation of "divine inspiration of scripture."	
5. Articulate the problem of evil, and also discuss and critique the various theodicies that have been offered in response to it.	
6. Explain the phenomenon of mysticism and recognize particular examples of it in various religious traditions and literary sources throughout the world.	
7. Discuss and evaluate proposed attempts to reconcile apparent differences between the doctrines, dogmas, and practices of the major religions throughout the world. This would, of course, also require the student to be familiar with the basic beliefs and practices of those religions.	
8. Discuss the dominant themes and issues in religious philosophy and think critically about the philosophical problems relating to religion.	
Course Content	
12.5%	Symbolic and literal uses of language. Definitions, uses, and examples of analogy, metaphor, simile, allegory, parables, models and myths. Discussion of problems connected with recognition and interpretation of these linguistic entities in both religious and secular contexts
12.5%	Alleged conflicts between science and religion. Causes vs. Reason. Proposed solutions to alleged conflicts. Critiques of proposed solutions
18.75%	Traditional arguments for and against the existence of god. Argument from religious experience; teleological argument, creationism vs. evolution; argument from Scripture, inquiry into the meaning of "divine inspiration of scripture," nature, evidence, possibility and probability of miracles. Moral law argument. Argument from reason. Ontological argument. Cosmological argument. The problem of evil. Fideism, the wager by Pascal.
18.75%	Mysticism - The psychology of mysticism; The philosophy of mysticism, thought as symbol, the nature of meaning; Evaluation of mystical claims.

18.75%	Are Eastern and Western philosophies of religion consistent with one another? - An examination of the arguments of those who answer "yes;" an examination of the arguments of those who answer "no;" and an evaluation of both perspectives.
18.75%	Review of background information covering the doctrines, dogmas, and religious practices of major world religions including: Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Class Participation • 20% - Class Work • 20% - Exams/Tests • 20% - Final exam • 25% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Pojman, Louis P. and Michael Rea. <i>Philosophy of Religion: An Anthology</i> , 7th ed. Cengage, 2014, ISBN: 978-1285197326.	
2. Dawood, N. J.. <i>The Koran</i> , Revised ed. Penguin, 2003, ISBN: 978-0140449204.	
3. Smith, Huston. <i>The Religions of Man</i> , ed. Ishi Press, 2013, ISBN: 978-4871872232.	
4. Stace, W. T.. <i>Time and Eternity: An Essay in the Philosophy of Religion</i> , New ed. Praeger, 1970, ISBN: 978-0837118673.	
Assignments	
Sample Assignment	
1) Present, explain, discuss, and evaluate the general line of reasoning used in Anselm's Ontological Argument.	
2) Discuss the general role and the use of metaphor in religious language, and more specifically, the function it performs within mystical literature.	
Student Learning Outcomes	
1. Demonstrate academic responsibility and integrity.	
2. Demonstrate through oral and/or written work knowledge of the course content: traditional philosophical problems connected with religious belief, including the existence and nature of God, the problem of evil, mysticism, the rationality of religious belief, and the relationship between reason and revelation..	
3. Demonstrate proficiency in the research, analytical, and communication skills	

<p>necessary to present, orally and/or in writing, compelling and original arguments that critically evaluate the various philosophical arguments for the existence of God, as well as the problem of evil and which identify the differences between metaphorical and literal language used in religious literature and assess the philosophical consequences that follow from the respective employment of such.</p>	
<p>Minimum Qualification</p>	
<p>Minimum Qualifications:</p>	<p>Philosophy (Masters Required) - OR bachelor?s degree in philosophy AND master?s degree in humanities or religious studies, OR the equivalent.</p>
<p>Library</p>	
<p>List of suggested materials has been given to librarian?</p>	<p>No</p>
<p>Library has adequate materials to support course?</p>	<p>No</p>
<p>Distance Ed</p>	
<p>Distance Education Application</p>	
<p>Delivery Methods</p>	<p>Online/Web-based</p>
<p>Distance Education Quality</p>	
<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		
Student-Instructor Interaction	Instructor will interact with students each week at least five times via announcements, lecture summaries, selected videos, and feedback on threaded discussions, written assignments, and emails. Instructor will also provide bi-weekly real-time online office hours and daily opportunities to ask questions via asynchronous forum.	
Student-Student Interaction	Students will interact with each other through required comments on each other's discussion thread posts and assignments. Students will also have access to a virtual student lounge for informal contact and exploration of philosophical issues.	
Student-Content Interaction	Students will interact with content at every log in via written lectures notes and selected videos, website links PowerPoint presentations, discussions, assignments and tests. Students will be instructed to log in at least five times per week.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Students will view PowerPoint lectures with notes and/or reading assignments from an online texts, videos and links to external content.	25%
Discussion	Students will be required to answer several discussion questions each week and exhibit critical thinking, clear writing, and substantive interaction.	25%
Exams	Students will complete tests at regular intervals throughout the course, including a comprehensive final exam.	25%
Written assignments	Students will complete, and interact with fellow students about, written assignments. Essays and papers will include textual analysis, arguments, and application to contemporary issues.	25%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
The course will be divided into weekly topics, discussions, and written assignments that are based on required reading, lecture material, selected videos, and supplemental research. The online course will follow the percentages indicated in the Course Content.		
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 online pedagogy, accessibility guidelines, and the learning management system of the college.		

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 the online helpdesk for technical issues, access to library databases and special student services such as Disabled Student Program and Services (DSPS).
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 material including lectures, images, and audio-visual selections will be made accessible using alternative texts and close captioning. Whenever possible, links to additional material that are accessible will be chosen. Testing accommodations for those who qualify will be provided.
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.).
<p>Online essay test assignment for objective 7 using the exam feature:</p> <p>For the following essay question:</p> <ul style="list-style-type: none"> - include a well constructed paragraph for each part of the question - Include a direct quote and citation from the required reading about the topic - include a reference from an online supplemental resource - Exhibit clear thinking and writing <p>Part 1: Describe the three marks of Reality in Buddhism: change, no permanent identity, and suffering.</p> <p>Part 2: How does the Buddhist conception of Reality compare to your own view of Reality based on the religious beliefs that you hold? What are the similarities and differences?</p> <p>Part 3: How do each of these Buddhist marks of reality correspond to one of the guidelines of the Eightfold Path as Right Understanding, Right Intention, Right Speech, Right Effort, Right Work, Right Action, Right Meditation, OR Right Contemplation?</p>
Assessment Best Practices
<p>30%-Written Assignments - Instructor will grade and comment on various written assignments that include textual analysis, argumentative essays, and applying philosophical concepts to contemporary issues</p> <p>30%-Exams - Instructors will grade and comment on tests given at regular intervals throughout the course.</p> <p>10%-Webliography - Students will be required to add to and respond to Webliography resources on required topics.</p> <p>30%-Threaded Discussions - Instructors will grade and comment on students posts on required questions.</p>

SANTA MONICA COLLEGE

PROGRAM OF STUDY

DIGITAL MEDIA

Associate in Science (AS) / Certificate of Achievement

(REVISION TO BE EFFECTIVE Spring, 2016 -)

This program provides students with a comprehensive, hands-on education using industry-standard digital media tools. Focusing on the design and implementation of digital media for the entertainment industry, this program covers a range of real-world audio and video production and post-production techniques as well as traditional principles of storytelling and visual communication.

This Certificate of Achievement involves satisfactory completion of the area of emphasis (articulated below). This Associate degree involves satisfactory completion of a minimum of 60 semester units with a C average or higher, including the semester units of the area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE, or IGETC. 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 graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at 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:

Upon completion of the program, students will be able to develop original and effective digital media projects using industry-standard tools and methodologies.

Area of Emphasis

Required Courses:		Units
ET 2	Storytelling	3
ET 3	Principles Of Project Management	3
ET 18	Digital Storyboarding	3
ET 31A	Digital Video Fundamentals	3
ET 31B	Digital Video Editing	3
ET 32	Digital Compositing	3
ET 37 (same as GR DES 64)	Digital Imaging For Design I	3
ET 38	Digital Imaging For Design 2	3
ET 40	Digital Audio Fundamentals	3
ET 41	Digital Audio Editing	3
ET 58 (removed)	Motion Graphics I	3
ET 59 (removed)	Motion Graphics II	3
ET 60	Post Production Project	3
ET 94	Color Theory And Application	2
FILM 1	Film Appreciation Introduction To Cinema	3
GR DES 71 (added)	Motion Graphics 1	3
GR DES 71B (added)	Motion Graphics 2	3

Total Units for Area of Emphasis: **44**

PID 260