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

CURRICULUM COMMITTEE ❙ AGENDA

Wednesday, April 6, 2016 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Maral Hyeler	Walt Louie	James Pacchioli
Jennifer Merlic, *Vice Chair*	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	Vicki Drake	Pete Morris	Linda Sinclair
Patricia Burson	Jonathan Eady (AS)	Steven Myrow	Esau Tovar
Dione Carter	Kiersten Elliott	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler	Jesse Randel

A G E N D A

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

I. Call to order
II. Public Comments*
III. Approval of Minutes 3
IV. Chair's report:

V. Information Items:

(Course Updates)
1. COSM 28A Skin Care 2A
2. MATH 32 Plane Geometry
3. MEDIA 1 Survey of Mass Media Communications
4. NURSNG 10 Nursing Skills

VI. Action Items:

a. Revisions to AR 5111: Establishment of Courses and Programs Originating Within Departments 6
b. Removal of AR 5112: Establishment of Courses and Programs Originating Outside Departments 8
c. Revisions to AR 5113: Program Discontinuance Process 11
d. Revision of AP Exam Credit 13

(Consent Agenda)
e. MATH 21 Finite Mathematics (addition of Math 50 as a prerequisite) 14
f. MATH 54 Elementary Statistics (addition of Math 50 as a prerequisite) 19

**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.*

(Course Revision)

Change in Hours (increase in hours from 1 lecture 3 lab to 0 lecture 6 lab; no change in units)

g. DANCE 33 Ballet 3
h. DANCE 34 Ballet 4
i. DANCE 35 Ballet 5
j. DANCE 36 Ballet 6

(New Courses)

k. CIS 37 Microsoft Word (replaces CIS 37A and CIS 37B; prerequisite: CIS 1; skills advisory: ability to type 25 wpm and eligibility for English 1) 27
l. ET 21A Character Design (pre/corequisite: ET 20; prerequisite: ET 37) 36
m. ET 21B Environment Design (pre/corequisite: ET 91 and ET 94; prerequisite: ET 20) 43
n. ET 21C Prop and Vehicle Design (pre/corequisite: ET 91 and ET 94; prerequisite: ET 20) 52
o. HEALTH 70 Integrative Health 61
p. MATH 50 Pre-Statistics (prerequisite: MATH 84 or MATH 85) 64
q. PRO CR 21 First Aid and Cardio-Pulmonary Resuscitation 73

(Distance Education)

r. CIS 37 Microsoft Word 27

(Program Revisions)

s. Addition of ET 21A, ET 21B, ET 21C to Animation AS/Certificate of Achievement
t. Revisions to programs involving CIS 37A and CIS 37B
u. Changes to degrees and certificates as a result of courses considered on this agenda

VII. New Business

- ASCCC Spring Plenary Resolutions 78

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.

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CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, March 16, 2016 / 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

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

Members Absent:
Kymia Mahjouri (AS)

Others Present:
Brian Ang (AS)

MINUTES

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

I. Call to order:
The meeting was called to order at 3:09pm.

II. Public Comments*:
Suggestion was made to invite Dr. Kathryn E. Jeffery, Superintendent/President, to a Curriculum Committee meeting.

III. Approval of Minutes:
The minutes of March 2, 2016 were approved as presented.

IV. Chair's report:

- Curriculum Agenda Creation Process:
  Guido asked for help from the Curriculum Committee Departmental Representatives with the creation of the Curriculum Agendas. Curriculum Representatives and Department Chairs have the best knowledge of the proposals that are still pending in CurricUNET and which curriculum items should go through the Curriculum Committee process. As such, they are encouraged to advise the chair of which of these curriculum items should make an agenda (which is prepared on the Wednesday prior to the meeting).

V. Action Items:

a. Revisions to AR 5110: Curriculum Committee Structure, Functions, Responsibilities, Meetings – presented by Guido
   Motion made by: Mark Tomasic **Seconded by:** Helen LeDonne
   The motion passed unanimously.
b. Revisions to AR 5111: Establishment of Courses and Programs Originating Within Departments – Tabled to next meeting
c. Removal of AR 5112: Establishment of Courses and Programs Originating Outside Departments – Tabled to next meeting
d. Revisions to AR 5113: Program Discontinuance Process – Tabled to next meeting

e. Cross Listing Change Proposal – presented by Guido
Guido reviewed the latest proposal which would be presented to Department Chairs the following Friday for feedback.

VI. New Business

- AP Exam Credit in Relation to ADTs and GE – presented by Guido

VII. Adjournment

The meeting adjourned at 5:17pm.

COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP) TESTS

SHOWING ONLY THOSE EXAMS WHERE CSU AND UC GIVE 2 COURSES WORTH OF CREDIT WHILE SMC GIVES ONLY 1 COURSE WORTH OF CREDIT

Students must have the College Board send AP exam results to the Admissions Office (hand carried copies will not be accepted) for use on the Associate Degree or GE patterns.

Course credit and units granted at Santa Monica College may differ from course credit and units granted by a transfer institution.

Students may earn credit for College Entrance Examination Board (CEEB) Advanced Placement (AP) Tests with scores of 3, 4, or 5. AP credit can be used to meet IGETC, CSU GE and Associate degree general education (GE) and/or major requirements.

EXAM	SMC ASSOCIATE DEGREE (MAJOR AND/OR GE)	PROPOSED	CSU GE	CSU UNITS EARNED TOWARD TRANSFER	IGETC	UC UNITS EARNED TOWARD TRANSFER
Art History	**AHIS 1** 3 units	AHIS 1 plus 3 elective units = 6 units	Area C1 **or** C2 3 units	6 units	Area 3A **or** 3B 3 units	5.3 units
Biology	**Biology 3** 4 units	BIOL 3 plus 2 elective units = 6 units	Area B2 **and** B3 4 units	6 units	Area 5B **and** 5C 4 units	5.3 units
English - Language & Composition	**English 1** 3 units	ENGL 1 plus 3 elective units = 6 units	Area A2 3 units	6 units	Area 1A 3 units	5.3 units*
English - Literature & Composition	**English 1 or GE Humanities** 3 units	ENGL 1 plus 3 Humanities GE units = 6 units	Area A2 **and** C2 6 units	6 units	Area 1A **or** 3B 3 units	5.3 units*
History - European	**History 2** 3 units	HIST 1 and HIST 2 = 6 units; 3 GE units	Area C2 **or** D6 **and** US 1 3 units	6 units	Area 3B **or** 4F 3 units	5.3 units
History - U.S.	**History 11** 3 units	HIST 11 and HIST 12 = 6 units; 3 GE units	Area C2 **or** D6 and US 1 3 units	6 units	Area 3B **or** 4F 3 units	5.3 units
History - World	**History 34** **3 units**	HIST 33 and HIST 34 = 6 units; 3 GE units	**Area C2 or D6** **3 units**	**6 units**	**Area 3B or 4F** **3 units**	**5.3 units**
Physics B	**Physics 12** 3 units	PHYSCS 6 & 7; 4 GE units	Area B1 **and** B3 *(if prior to Fall 2013)* 4 units*	6 units*	Area 5A **and** 5C 4 units	5.3 units**

Associate Degree: Students should be aware that AP test credit is evaluated by corresponding it to an equivalent SMC course. **Example:** History 11. A student who receives AP credit and then takes the equivalent SMC course will have the unit credit for such duplication deducted prior to being awarded the Associate degree. Credit by Advanced Placement exam is noted and listed first on a student's transcript, with units assigned and no grade.

CSU GE: The AP examinations may be incorporated into the certification of CSU General Education-Breath requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education-Breath area if the examination is included as part of a full or subject-area certification. Please note that individual CSU campuses may choose to grant more units than those specified toward completion of General Education-Breath requirements.

IGETC: AP exams must be used in the area indicated regardless of where the certifying institution's discipline is located.

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ARTICLE 5100: CURRICULUM

AR 5111 Establishment of ~~Courses and~~ New Programs ~~Originating Within Departments~~

Step One: Definition of the New Program and Communication with the College Community

Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):

1. Related departments discuss the program and vote to support it.

2. For all ~~occupational~~ CTE programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.

~~2.~~3. If the program is originating outside established departments, a program leader with experience in the field will be appointed by the Academic Senate and a lead administrator will be appointed by the Superintendent/President. In cases where ~~the~~ necessary expertise is not available ~~on campus~~, administration is ~~urged~~strongly encouraged to find a way of bringing an expert into the process as early as possible.

~~3.~~4. A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee ~~Chair~~ chair and faculty from related disciplines are included in the membership.

~~4.~~5. Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.

Step Two: Creation of the New Program

1. From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:
   - create a timeline for the program to implement core courses
   - create proposals for new courses or modifications to existing ones
   - solicit community responses to the proposals and modify the proposals when appropriate.

2. With the ~~department's and~~campus advisory board's support, and, if appropriate, the external advisory board's support, the course proposals and program overview move to the Curriculum Committee.

3. Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.

4. Curriculum Committee receives an overview of the program which addresses the following areas:
   - Statement of Needs at SMC
   - Statement of Major Objectives of the Program
   - Schedule of Activities
   - Proposed New Courses or Modification of Existing Courses ~~(Cross-listing, for example)~~.
   - Proposed Program Evaluation Plan
   - Labor Market Data, when applicable

5. Faculty from ~~one~~ a department or multiple relevant/related departments form the core of the program. Future program needs may call for the creation of a new department.

6. Upon approval by the Curriculum Committee, the program moves to the Academic Senate for approval.

7. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

Step Three: Review of the New Program by the Curriculum Committee

1. The program's year-end review and/or completion of cycle is presented to~~by~~ the Curriculum Committee containing the following information:
   - Demonstrated strengths of the program
   - Areas for program improvement
   - Goals for the next three years
   - Proposed curricular changes and possible re-configuration of the program

2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
   - Recommend continuation of the program to the Academic Senate
   - Approve changes to the program and/or courses and send them to the Academic Senate for approval
   - ~~Approve curricular changes and send them to the Academic Senate for approval~~
   - Recommend discontinuation of the program to the Academic Senate.

   Note: If ~~T~~the Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

Reviewed and/or Updated 10/02, 07/22/08

ARTICLE 5100: CURRICULUM

~~AR 5112 Establishment of Courses and Programs Originating Outside Departments~~

~~Step One: Definition of the Program and Communication with the College Community.~~

~~Whether the program is proposed by faculty or administration, significant support and exchange of information is crucial for a new program's success. During this first step the following activities occur (not necessarily in the order below):~~

1. ~~Related departments discuss the program and vote to support it.~~

2. ~~For all occupational programs and where otherwise appropriate, an external advisory board is created, consisting of community members with expertise in some or all of the program areas. The new program development leader selects representatives from the college to attend initial meetings with the external advisory board.~~

3. ~~The program leader will be appointed by the Academic Senate and the administrator by the Superintendent/President. In cases where the expertise is not available on campus, administration is urged to find a way of bringing an expert into the process as early as possible.~~

4. ~~A campus advisory board is created, consisting of administrators and faculty who have interest and/or expertise in the program. The Senate President (or designee), the Curriculum Committee Chair and faculty from related disciplines are included in the membership.~~

5. ~~Early in the process, when the identity of the program is established, all segments of the campus are informed and encouraged to participate in defining the program.~~

~~Step Two: Creation of the Program~~

1. ~~From the college advisory board and representatives of the community advisory board (if appropriate), a steering committee and/or subcommittees form, to advance work on these aspects:~~
   - ~~create a timeline for the program to implement core courses~~
   - ~~create proposals for new courses or modifications to existing ones~~
   - ~~solicit community responses to the proposals and modify the proposals when appropriate.~~

2. ~~With the advisory board's support, the course proposals and program overview move to the Curriculum Committee.~~

3. ~~Program leaders and a subcommittee of the Curriculum Committee devise an evaluation plan for the program.~~

4. ~~Curriculum Committee receives an overview of the program which addresses the following areas:~~
   - ~~Statement of Needs at SMC~~
   - ~~Statement of Major Objectives of the Program~~
   - ~~Schedule of Activities~~
   - ~~Proposed New Courses or Modification of Existing Courses (Cross-listing, for example).~~
   - ~~Proposed Program Evaluation Plan~~

5. Upon approval by the Curriculum Committee, the program moves to the Academic Senate and the Superintendent/President for approval.

6. Upon approval by the Academic Senate, Superintendent/President and the Board of Trustees, documentation for state approval (when required) is completed and submitted.

Step Three: Review of the Program by the Curriculum Committee

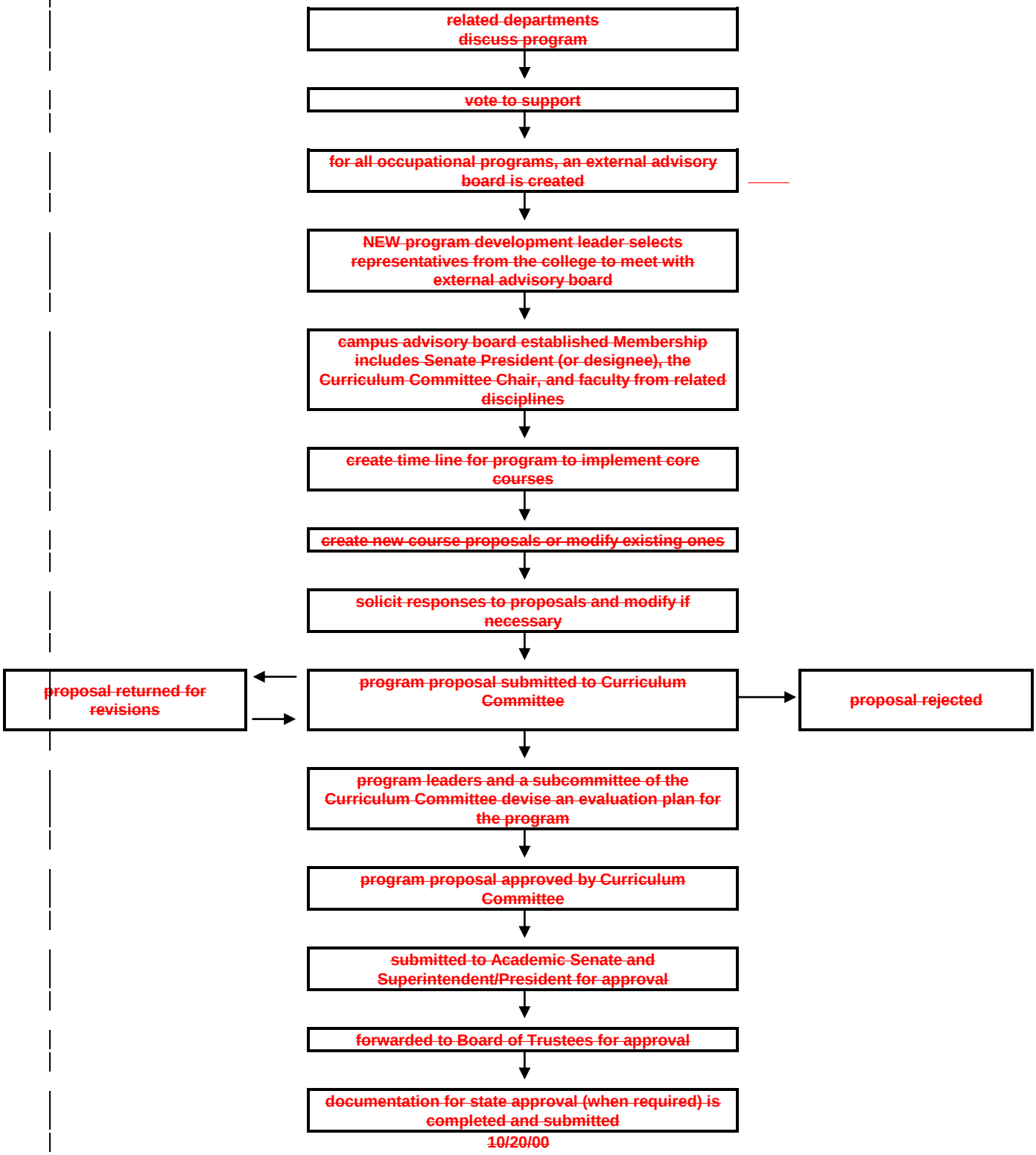
1. The program in year-end review and/or completion of cycle is presented to the Curriculum Committee containing the following information:
   - Demonstrated strengths of the program
   - Areas for program improvement
   - Goals for the next three years
   - Proposed curricular changes and possible re-configuration of the program

2. The Curriculum Committee reviews the program's effectiveness in accomplishing its stated objectives and takes appropriate action.
   - Approve changes to the program and send them to the Academic Senate for approval
   - Approve curricular changes and send them to the Academic Senate for approval
   - Recommend discontinuation of the program.

NOTE: If the Curriculum Committee does not approve the proposed program, the Academic Senate may serve as a forum for appeal.

Reviewed and/or Updated 10/02

ESTABLISHMENT OF PROGRAMS



10/20/00

ARTICLE 5100: CURRICULUM

AR 5113 Program Discontinuance Process

1. Definition

The program discontinuance process detailed below shall be invoked only when an entire discipline, department, or area of study is being considered for discontinuance. It does not apply to the discontinuance of individual courses, certificates, or degrees unless such action would result in the discontinuance of an entire discipline, department, or area of study.

~~1~~2. Identification

The appropriate senior administrator will identify a program to be considered for discontinuance and specify the criteria to make the identification. Criteria might include, but would not be limited to, issues concerning enrollment, demand for a service, budget, facilities, staffing, and match with the college's mission or current goals and objectives. A summary of previous efforts to address the issues relative to the criteria will be included in the identification.

~~2~~3. Recommendation

A. For Instructional, Student Support, and Instructional Support Programs

(1) Consultation

(a) ~~With instructional, student support, and instructional support programs, t~~The Academic Senate and Faculty Association will be consulted.

(b) The Academic Senate will employ appropriate committees to consider the identified program and make a recommendation. This process will include members of the designated program. It may also involve seeking input from ~~the~~ community groups.

(2) Evaluation Criteria

(a) The Administration and Academic Senate will attempt to reach mutual agreement on specific criteria to be used to evaluate the program. If agreement is not reached, the senior administrator will provide the Academic Senate with the criteria that the Administration will use.

(3) Recommendation

(a) Addressing the specified evaluation criteria, the Academic Senate will prepare a recommendation regarding the identified program.

(b) The senior administrator will receive and consider the recommendations of the Academic Senate, Faculty Association and other interested, including community, groups.

B. For Other College Programs

The appropriate senior administrator will consult relevant constituencies and receive recommendations regarding the identified program.

~~3~~4. Notification

A. The senior administrator will notify the program leader(s) of the recommendation for discontinuance, explain the criteria up on which the recommendation is based, and inform the program leader(s) of the opportunity to appeal.

B. The senior administrator will notify the members of the District Planning and Advisory Council of the recommendation and, in collaboration with the program leader(s), establish a timeline for consideration of the recommendation by the District Planning and Advisory Council.

C. The appropriate senior administrator will present the criteria upon which the recommendation is based to the District Planning and Advisory Council for discussion.

~~4~~5. Appeal

A. Program representatives, including faculty and staff directly affected, will be given the opportunity to appeal the recommendation and provide information supporting the appeal to the District Planning and Advisory Council. The constituent representatives on the District Planning and Advisory Council will be able to provide assistance on how to present the appeal if this is requested by the program. For instructional, student support, and instructional support programs, the Academic Senate may provide support for the appeal.

B. Based upon the criteria supporting the recommendation and the information presented in the appeal, the District Planning and Advisory Council will come to a decision to support or not support the recommendation.

C. If the District Planning and Advisory Council ~~decides~~ does not ~~to~~ support the recommendation, it will provide the administration and the program leadership with a plan as to how the issues surrounding the recommendation for discontinuance can be resolved.

D. If the District Planning and Advisory Council ~~decides to~~ supports the recommendation, the recommendation will be submitted to the Superintendent/ President.

Reviewed and/or Updated 10/02, 12/3/08, 3/16/09

COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP) TESTS

PROPOSED REVISION FOR THOSE EXAMS WHERE CSU AND UC GIVE MORE UNIT CREDIT THAN SMC GIVES

Students must have the College Board send AP exam results to the Admissions Office (hand carried copies will not be accepted) for use on the Associate Degree or GE patterns.

Course credit and units granted at Santa Monica College may differ from course credit and units granted by a transfer institution.

Students may earn credit for College Entrance Examination Board (CEEB) Advanced Placement (AP) Tests with scores of 3, 4, or 5. AP credit can be used to meet IGETC, CSU GE and Associate degree general education (GE) and/or major requirements.

EXAM	SMC ASSOCIATE DEGREE (MAJOR AND/OR GE)	PROPOSED for immediate (and retroactive) implementation	Recommendation for Departmental Consideration	CSU GE	CSU UNITS EARNED TOWARD TRANSFER	IGETC	UC UNITS EARNED TOWARD TRANSFER
Art History	**AHIS 1** 3 units	AHIS 1 plus 3 elective units = 6 units; only 3 GE units		Area C1 **or** C2 3 units	6 units	Area 3A **or** 3B 3 units	5.3 units
Biology	**Biology 3** 4 units	BIOL 3 plus 2 elective units = 6 units; only 4 GE units		Area B2 **and** B3 4 units	6 units	Area 5B **and** 5C 4 units	5.3 units
English - Language & Composition	**English 1** 3 units	ENGL 1 plus 3 elective units = 6 units; only 3 GE units		Area A2 3 units	6 units	Area 1A 3 units	5.3 units*
English - Literature & Composition	**English 1 or GE Humanities** 3 units	ENGL 1 plus 3 Humanities GE units = 6 units; 6 GE units		Area A2 **and** C2 6 units	6 units	Area 1A **or** 3B 3 units	5.3 units*
History - European	**History 2** 3 units	HIST 1 plus 3 elective units = 6 units; only 3 GE units	HIST 1 and HIST 2 = 6 units; 3 GE units	Area C2 **or** D6 **and** US 1 3 units	6 units	Area 3B **or** 4F 3 units	5.3 units
History - U.S.	**History 11** 3 units	HIST 11 plus 3 elective units = 6 units; only 3 GE units	HIST 11 and HIST 12 = 6 units; 3 GE units	Area C2 **or** D6 and US 1 3 units	6 units	Area 3B **or** 4F 3 units	5.3 units
History - World	**History 34** **3 units**	HIST 34 plus 3 elective units = 6 units; only 3 GE units	HIST 33 and HIST 34 = 6 units; 3 GE units	Area C2 or D6 3 units	6 units	Area 3B or 4F 3 units	5.3 units
Physics B	**Physics 12** 3 units	PHYSCS 12 plus 1 unit = 4 units; 4 GE units	PHYSCS 6 & 7; 4 GE units	Area B1 **and** B3 *(if prior to Fall 2013)* 4 units*	6 units*	Area 5A **and** 5C 4 units	5.3 units**

Revised 7.24.15

Santa Monica College

Course Outline For
MATHEMATICS 21, Finite Mathematics

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

Date Submitted:	May 2011
Date Updated:	March 2016
Transferability:	Transfers to UC Transfers to CSU
IGETC Area:	• IGETC Area 2: Mathematical Concepts and Quantitative Reasoning o 2A: Mathematic
CSU GE Area:	• CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) o B4 - Mathematics/Quantitative Thinking
SMC GE Area:	• GENERAL EDUCATION PATTERN (SMC GE) o Area IV-B: Language and Rationality (Group B)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 18 or MATH 20 or MATH 49 MATH 50
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This is a terminal mathematics course for liberal arts and social science majors. Topics include sets and counting, probability, linear systems, linear programming, statistics, and mathematics of finance, with emphasis on applications.

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. Finite Mathematics, 8th, Rolf, L. Howard, Thomson Brooks/Cole © 2014,

ISBN: -

III. Course Objectives

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

1. Solve linear systems using matrices.
2. Solve optimization problems in two variables using linear programming (graphical methods).
3. Apply elementary mathematics of finance formulas including compound interest, annuities, and amortization.
4. Use a hand-held calculator to perform computations effectively.
5. Calculate measures of central tendency (mean, median, and mode) and measures of dispersion (range, variance, standard deviation).
6. Apply elementary counting methods, including multiplication principle, combinations, permutations, partitions, and principle of inclusion and exclusion.
7. Use counting techniques to compute probabilities where outcomes are equally likely.
8. Apply basic probability theory, including conditional probability, and Bernoulli experiments.

IV. Methods of Presentation:

Group Work , Lecture and Discussion

V. Course Content

% of course	**Topic**
21%	Sets and Counting
29%	Probability
9%	Central Tendency and Dispersion
16%	Interest and Annuities
14%	Systems of Linear Equations
5%	Systems of Linear Inequalities
6%	Linear Programming
100%	Total

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

Percentage	Evaluation Method
60 %	Exams/Tests - 4-6 Exams
30 %	Final exam
10 %	Other - Homework, quizzes, Projects
100 %	Total

Additional Assessment Information:
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. Financial Formulas may be provided to students during exams. A non-graphing scientific calculator chosen from a department-approved list may be permitted during exams as long as it is not a substitute for obtaining exact answers by mathematical procedures. Homework, quizzes and projects may be part of the evaluation process.

VII. Sample Assignments:

1. A bargain table has 40 books; 10 are romance, 10 are biographies, 10 are crafts, and 10 are historical fiction. If 2 books are selected at random, what is the probability that they are
    1. the same kind?
    2. different kind?
2. David buys a house for $300,000 and pays $30,000 as a down payment, so he obtains a loan for $270,000 at 5% for 30 years. Determine the following:
    1. Monthly payment
    2. Total amount paid over 30 years

VIII. Student Learning Outcomes

1. Given a linear system of equations or inequalities, identify an appropriate problem solving strategy and construct a solution.
2. Given a word problem involving sets, counting, probability, optimization or the mathematics of finance, reframe the problem mathematically and utilize problem solving skills to determine the solution.
3. Given a data set, describe it using appropriate diagrams and/or statistics.

Prerequisite / Corequisite Checklist and Worksheet

Math 21 Finite Mathematics

Prerequisite: Math 50 Pre-Statistics
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.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Math 21 Finite Mathematics**

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

A)	Use matrices to solve a consistent system of two or three equations with two or three unknowns.
B)	Solve and graph linear equations and inequalities
C)	Manipulate algebraic expressions.
D)	Apply order of operations in evaluating numerical expressions.
E)	Translate verbally stated problems into appropriate mathematical form.
F)	Solve basic interest problems involving simple interest and annual compounding.

EXIT SKILLS (objectives) FOR **Math 50 Pre-Statistics**

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

1.	Evaluate, apply, and simplify algebraic expressions.
2.	Use linear expressions, equations, and inequalities in application problems.
3.	Solve systems of linear equations using matrix row reduction
4.	Produce data through random sampling and analyze the data collected.
5.	Analyze real data sets by finding measures of central tendency, position, and spread, including standard deviation, and by constructing various charts and graphs.
6.	Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis.
7.	Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line.
8.	Solve and analyze basic probability problems using ratios, proportions, two-way tables and percentages.

	ENTRANCE SKILLS FOR (21)								
EXIT SKILLS FOR (50)		A	B	C	D	E	F		
	1			x	x				
	2		x	x		x	x		
	3	x							
	4								
	5				x				
	6					x	x		
	7		x						
	8					x			

Santa Monica College

Course Outline For
MATHEMATICS 54, Elementary Statistics

Course Title: Elementary Statistics Units: 4.00
Total Instructional Hours (usually 18 per unit): 72
Hours per week (full semester equivalent) in Lecture: 4.00 In-Class Lab: 0 Arranged:

Date Submitted: May 2011
Date Updated: March 2016
Transferability: Transfers to UC
Transfers to CSU

IGETC Area:
- IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
  - 2A: Mathematic

CSU GE Area:
- CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply)
  - B4 - Mathematics/Quantitative Thinking

SMC GE Area:
- GENERAL EDUCATION PATTERN (SMC GE)
  - Area IV-B: Language and Rationality (Group B)

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): MATH 20
or MATH 18
or MATH 49
MATH 50
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog 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.

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. Statistics Informed Decisions Using Data, 4th, M. Sullivan III, Pearson © 2013, ISBN: 0321757270

III. Course Objectives

Upon completion of this course, the student 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 of 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.

IV. Methods of Presentation:

Lecture and Discussion , Projects , Directed Study (independent study and internships) , Group Work

V. Course Content

% of course	**Topic**
21%	Descriptive Statistics: *Summarize data graphically and numerically. Determine measures of central tendency, variation, relative position and levels/scales of measurement.*
8%	Probability: *Sample spaces and probability*
21%	Probability Distributions: *random variables, expected value, discrete distribution – binomial, continuous distribution – Normal. Sampling and sampling distributions.*
10%	Estimation: *Confidence intervals for one sample and two samples for the mean, proportion and standard deviation.*
22%	Hypothesis Testing: One and Two Populations: *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*.
7%	Correlation and Regression: *Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculaor*
11%	ANOVA, Test for Independence, Non-Parametric Tests *Perform statistical analysis using technology such as SPSS, Microsoft Excel, Minitab, or a graphing calculator*.
100%	Total

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

Percentage	Evaluation Method
54 %	Exams/Tests - 3 In-class Exams
3 %	Projects
30 %	Final exam - In-class Final Exam
13 %	Other - Homework, Quizzes, Discussion, and Class Participation

100 %	Total

Additional Assessment Information:
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.

VII. Sample Assignments:

#1: Use your TI-83/84 calculator and generate two sets of sample data that represent simulated IQ scores, as shown below.

IQ Scores of treatment Group: Generate 10 sample values from a normally distributed population with mean 100 and standard deviation 15.

IQ Scores of Placebo Group: Generate 12 sample values from a normally distributed population with mean 100 and standard deviation 15.

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.
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.

VIII. 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.

Prerequisite / Corequisite Checklist and Worksheet

Math 54 Elementary Statistics
Prerequisite: Math 50 Pre-Statistics
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.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Math 54 Elementary Statistics**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Solve linear equations.
B)	Evaluate complex numerical expressions (order of operations).
C)	Plot and interpret points on the Cartesian coordinate system.
D)	Plot linear equations using slope-intercept method.
E)	Translate verbally stated problems in to appropriate mathematical forms.
F)	Solve linear equations and inequalities in a single variable.
G)	Evaluate an exponential function.
H)	Evaluate simple expressions involving sigma notation.
I)	Solve literal equations for a designated variable.
J)	Given the description of a line, write the equation of the line
K)	Express the solution to an inequality using interval notation.
L)	Read information from a diagram or graph
M)	Calculate percents
N)	Calculate the area of a rectangular region

EXIT SKILLS (objectives) FOR **Math 50 Pre-Statistics**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Evaluate, apply, and simplify algebraic expressions.
2.	Use linear expressions, equations, and inequalities in application problems.
3.	Solve systems of linear equations using matrix row reduction.
4.	Produce data through random sampling and analyze the data collected.
5.	Analyze real data sets by finding measures of central tendency, position, and spread, including standard deviation, and by constructing various charts and graphs.
6.	Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis.
7.	Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line.
8.	Solve and analyze basic probability problems using ratios, proportions, two-way tables and percentages.

		ENTRANCE SKILLS FOR (54)													
		A	B	C	D	E	F	G	H	I	J	K	L	M	N
EXIT SKILLS FOR (50)	1		x							x					
	2	x				x	x			x		x			
	3														
	4														
	5								x			x			x
	6					x	x	x					x		
	7			x	x						x		x		
	8												x	x	

Santa Monica College
New SMC Course
Expanded Course Outline for CIS 37 - Microsoft Word

Course Cover	
Discipline	CIS-COMPUTER APPLICATIONS
Course Number	37
Full Course Title	Microsoft Word
Catalog Course Description	Through the use of Microsoft Word software, skills are developed in creating, revising, formatting, storing, and printing a variety of business documents. Skills are developed from basic functions and editing tools through intermediate features such as AutoText, columns, custom tab settings, charts and graphs, graphics, envelopes, labels, and headers/footers. Emphasis is placed on professional quality production of documents. Students also learn to increase productivity through the use of automated features and multiple windows. Students develop problem-solving skills through the use of document revisions and trouble-shooting assignments. Additionally, students develop advanced skills in areas of interest ranging from legal applications to brochures and newsletters.
Rationale	Historically, the CSIS department offered two courses for Microsoft Word, CIS 37A (Word I) and CIS 37B (Word II). However, when we switched from Office 2010 to Office 2013 in the fall of 2014, we found that the textbook publishers were no longer producing textbooks, test banks, projects and other materials that were comprehensive enough for two complete courses. After waiting a full year to see if the publishers would make the decision to catch up to the new version, it became apparent that this would not be the case. Therefore, the CSIS department recently decided to combine CIS 37A & CIS 37B into one compressive course (CIS 37) that will cover all of the topics that were in the two original ones.
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
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** -Computer Business Applications,General Office,Legal Admin Assistant,Medical Admin Assistant **Department Certificate** -Digital Publishing,Clerical Data Entry,Word Processing

Pre/Corequisites & Advisories

Prerequisite
CIS 1

Skills Advisory
Ability to type 25 wpm and eligibility for English 1.

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Identify the various elements and tools of Microsoft Word.
2. Format documents with character and paragraph Styles and features.
3. Proof and edit documents using Spell Check, Grammar Check, and the Thesaurus.
4. Insert special symbols, bullets, and numbers.
5. Paginate documents using word wrap, page breaks, hyphenation and section breaks.
6. Enhance multiple-page documents with headers, footers, page numbering, custom margins, page orientation and tab settings.
7. Create and format tables and use tables to create charts.
8. Format and balance newspaper columns.
9. Insert, format and enhance graphics, shapes and textboxes.
10. Create & format Mail Merge form letters, labels, directories and certificates
11. Insert bookmarks and annotations
12. Create and work with outlines, main documents and sub-documents.
13. Create and edit fill-in form templates.
14. Create tables of contents, indices, tables of figures, and tables of authority.
15. Track document changes and add comments to documents.
16. Automate documents with macros, AutoCorrect and quick parts.

Course Content	
4%	Identify the various elements and tools of Microsoft Word.
5%	Format documents with character and paragraph styles and features.
3%	Proof and edit documents using Spell Check, Grammar Check, and the Thesaurus.

4%	Insert special symbols, bullets, and numbers.
6%	Paginate documents using word wrap, page breaks, hyphenation and section breaks.
10%	Enhance multiple-page documents with headers, footers, page numbering, custom margins, page orientation and tab settings.
5%	Create and format tables and use tables to create charts.
4%	Format and balance newspaper columns.
6%	Insert, format and enhance graphics, shapes and textboxes.
8%	Track document changes and add comments to documents.
5%	Insert bookmarks and annotations.
8%	Create and work with outlines, main documents and sub-documents.
6%	Create and edit fill-in form templates.
8%	Create tables of contents, indices, tables of figures, and tables of authority.
8%	Track document changes and add comments to documents
10%	Automate documents with macros, AutoCorrect and quick parts.
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion Other Projects
Other Methods	Classroom lecture, demonstration, and discussion will be used to introduce students to each new feature of Word. Instructor guided and individual hands-on practice using textbook exercises and "real world" examples will be provided in the classroom, giving students the opportunity to ask questions, clarify concepts, and receive individual guidance. Homework assignments are designed to assist students in mastering previously learned skills and explore new concepts prior to their presentation in class.

Methods of Evaluation	
Methods	• 5% - Class Participation • 25% - Exams/Tests • 25% - Final exam • 15% - Homework • 30% - Projects • 100% - Total

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Zimmerman. *New Perspectives Microsoft Word 2013 Comprehensive* , 1st ed. Cengage, 2014, ISBN: 978-1-28-593983-4.	

Software

1. Microsoft Word. Microsoft, 2013 ed.
Required for the course but not provided by the department.

Assignments

Sample Assignment 1

Situation: You work in the Technology Support Department at Mobile Bay Products, and your supervisor has asked you to format a document providing computer use guidelines. Open ComputerGuidelinesdocx from the Student Data Files folder, save the document with the name LastName_FirstName_ComputerGuidelines2.docx. Format it by applying or inserting at least one each of the following elements: a theme, a style set, a heading style, a header, footer, and/or page numbers and a cover page. Add any other features that you feel would make the document more professional. Save and close the document.

Use one of the Word letter templates to write a letter to your instructor describing how you formatted the template you created. Include the reasons you chose various formatting. Save the letter as LastName_FirstName_Letter.docx Upload both documents to the Week 3 drop box.

Sample Assignment 2

Situation: You are responsible for monitoring employee vacation days and decide to use a Word calendar template to record the information. Look for calendar templates offered at the Microsoft Office Online site. Download a calendar template for the next year that allows you to enter information and contains one or more picture placeholders. In the appropriate calendar months (use months for the next year), enter the following data on employee vacation days:

Mariah Brown, first two weeks of June

Jaden Holland, second week of July

Maddie O'Hara, last two weeks of July

Evan Noland, first week of August

Rita Kimura, last week of December

Find one or more appropriate pictures on the Internet and insert them into the placeholders. Use picture styles to add some attractive formatting. Save the completed calendar document with the name LastName_FirstName_VacationCalendar.docx. Upload the file to the Week 4 drop box.

Student Learning Outcomes

1. Given information, create business letters, memos, and other documents according to

established standards for a particular office environment.	
2. Given information, design flyers, newsletters, labels, and other business documentation used as marketing tools in an office environment.	
Minimum Qualification	
Minimum Qualifications:	Computer Information Systems
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Textbook: New Perspectives Microsoft Word 2013 Comprehensive Pkg. with SAM Key (Access) Code ; Author: Zimmerman; Publisher: Cengage; Copyright 2014, ISBN 978-1-28-593983-4	
Distance Ed Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Distance Education Quality	
Quality Assurance	Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality Course objectives have not changed
Additional Considerations	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills ?effective contact between faculty member and student? required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Weekly threaded discussions, frequent emails, occasional phone contacts.

Student-Student Interaction	Weekly threaded discussions; one student to student and the other student to instructor. Students receive extra credit for accurate advice to other students.
Student-Content Interaction	On a weekly basis students are expected to read and work through assigned pages in the textbook, watch training videos when applicable, take hand-on and multiple choice exams, do hands-on projects, and contribute to threaded discussions.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	Weekly discussion boards.	5%
Study and/or Review Sessions	reading and working through assigned textbook chapters.	10%
Online Lecture	weekly PowerPoint presentations	10%
Videos	weekly training vidoes	10%
Exams	hands-on exams and final exam.	35%
Written assignments	weekly assignments	25%
Other (describe)	Quizzes based on textbook readings.	5%

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.)

Weekly lectures using PowerPoint presentations and videos and threaded discussion will be used to introduce students to each new feature of Word. Instructor guided and individual hands-on practice using textbook exercises and ?real world? examples will be provided to students using the platforms features. Additional discussion gives students the opportunity to ask questions, clarify concepts, and receive individual guidance. Homework assignments are designed to assist students in mastering previously learned skills and explore new concepts prior to completing assignments and exams.

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.)

CMS/LMS faculty training and mentoring.
CMS/LMS help desk support.
alternate platform (such as SAM) training and technical support.
Participation in related webinars when appropriate.

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.)

Books on reserve at library.

Textbook information at Bookstore. Link to disabled students center.
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.
Captioning of all videos in the course. Verification of all SAM training and videos follow the compliance guidelines for captioning.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Course objective: Create & format Mail Merge form letters, labels, directories and certificates Sample Assignment: Situation: You are a volunteer coordinator for the Kentwood School District, and you have been asked to write a letter to the new reading volunteers listed below, thanking them for their interest in volunteering for the reading literacy program and inviting them to an orientation on Wednesday, September 30, 2015, from 7:00 to 8:30 p.m. Search the Internet for several samples of correctly formatted business letters to use as guides. Using the Mail Merge feature of Word, compose a main document. Create a recipient data source by typing a new list, using the fictitious names and addresses listed below. Save the main document as LastName_FirstName_KentwoodMain.dotx. Preview the results, and merge the document with the database you created. Save it as LastName_FirstName_KentwoodMerged.docx. Upload both documents to the Week 6 drop box. Susan Lederman 2026 Ocean Avenue Long Beach, CA 90745 Eric Lee 1874 5th St. Santa Monica, CA 90405
Assessment Best Practices
25%-**Exams** - 30%-**Projects** - 25%-**Final exam** - 15%-**Homework assignments** - assessed by quizzes 5%-**Participation** - Threaded discussion
Attached Files
CIS 1 prereq

Prerequisite / Corequisite Checklist and Worksheet

CIS 37
Prerequisite: CIS 1 Computer Concepts with Applications
Other prerequisites, corequisites, and advisories also required for this course: Prerequisite: CIS1 , Advisories: Ability to type 25 wpm and eligibility for English 1.
(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.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(CIS 37)**

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

A)	Identify the various hardware components including displays, keyboards, processors, and storage.
B)	Identify, explain and contrast a variety of peripherals, including printers, scanners, and several secondary storage devices.
C)	Describe different types of operating systems and have a basic knowledge of Windows and file management.
D)	Practice different search techniques to find free images, clip art, and multimedia on the Web.
E)	Explain concepts related to hypertext and multimedia.
F)	Identify various types of graphics.
G)	Demonstrate the basics of word processing.
H)	Demonstrate on how to save files to hard drive and USB flash drive.

EXIT SKILLS (objectives) FOR **(CIS 1)**

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

1.	Identify the various hardware components including displays, keyboards, processors, and storage.
2.	Identify, explain and contrast a variety of peripherals, including printers, scanners, and several secondary storage devices.
3.	Describe different types of operating systems and have a basic knowledge of Windows and file management.
4.	Practice different search techniques to find free images, clip art, and multimedia on the Web.
5.	Explain concepts related to hypertext and multimedia.
6.	Identify various types of graphics.
7.	Demonstrate the basics of word processing.
8.	Demonstrate on how to save files to hard drive and USB flash drive.

		ENTRANCE SKILLS FOR (CIS 37)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (CIS 1)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

Santa Monica College
New SMC Course
Expanded Course Outline for ET 21A - Character Design

Course Cover	
Discipline	ET-ENTERTAINMENT TECHNOLOGY
Course Number	21A
Full Course Title	Character Design
Catalog Course Description	This course explores the process of designing compelling characters for entertainment projects. Students will learn how to develop characters in a variety of styles for 2D and 3D animation production. The course will emphasize the importance of self-expression in character design, and enable students to develop an effective personal style.
Rationale	This course expands on our existing pre-production curriculum, and will be one of several courses in a new visual design department certificate. The goal of the new coursework is to address the industry need for pre-production artists as well as to strengthen student design skills.

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: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	90.00
Load Factor	0.88
Load Factor Rationale	Consistent with other ET digital courses.
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** -Animation **Certificate of Achievement** -Animation

	Department Certificate -Entertainment Design
Pre/Corequisites & Advisories	
Pre/Corequisite ET 20 **Prerequisite** ET 37	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Create functional and visually appealing character designs for a variety of media projects.	
2. Assess and critique past and current character design trends.	
3. Develop professional quality character line-ups, pose, expression charts, and turnaround designs.	
Course Content	
5%	Research, analyze, and critique existing character design work from a variety of sources.
10%	Sketching thumbnails and caricatures, and developing character biographies.
10%	Study of geometric shapes, silhouettes, patterns, and contrast.
5%	Designing characters for 3D production.
20%	Creating character turn-arounds.
10%	Developing pose, expression, and mouth charts.
10%	Applying a variety of styles to character line-ups.
5%	Designing supernumerary characters.
5%	Incorporating color into character designs.
10%	Cleaning up and refining designs.
10%	Developing and presenting final character portfolio.
Total: 100%	
Lab Content	
100%	In-class exercises.
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Online instructor provided resources
Methods of Presentation	
Methods	Critique Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	• 20% - Class Participation Participation in class discussions and activities.

	• 30% - Portfolios Critique of final portfolio. • 40% - Projects Critique of 8 course projects. • 10% - Written assignments Critique of character biography assignment. • 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Crossley, K.. *Character Design From the Ground Up*, ed. Focal Press, 2014, ISBN: 0415745098.

Assignments

Assignment 1:

Create a page of thumbnail silhouette drawings to develop the characters of Dr. Jeckyll and Mr. Hyde. Explore the use of shapes to convey a simple and clear design for each character.

Assignment 2:

Create a model sheet for an original character that consists of the following:

1. Six standard facial expressions: anger, surprise, sadness, happiness, fear and disgust.

2. Two full-body attitude poses that give a sense of the character's personality and/or response to a given situation.

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 mastery of the course content by creating an effective and original character design portfolio.

Minimum Qualification

Minimum Qualifications:	Multimedia

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Additional Comments/Information

The department provides students with access to online training materials that will be used to support this course.

Prerequisite / Corequisite Checklist and Worksheet

ET 21A, Character Design
Corequisite: ET 20 ; Visual Development
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 37 ; Digital Imaging for Design 1
(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.	**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	**X**	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**X**	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	**X**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**X**	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	**X**	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	**X**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**X**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

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

A)	Identify the essential steps of the pre-production process.
B)	Ability to apply drawing and storytelling skills to visual development.

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

1.	Identify the essential steps of the pre-production process.
2.	Apply drawing and storytelling skills to visual development.

	ENTRANCE SKILLS FOR (ET 21A)								
EXIT SKILLS FOR (ET 20)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

ET 21A, Character Design

Prerequisite: ET 37 ; Digital Imaging for Design I

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

ET 20 ; Visual Development

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **ET 21A**

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

A)	Ability to use basic functions of image editing software tools.

EXIT SKILLS (objectives) FOR **ET 37**

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

1.	Demonstrate use of basic functions of tools in the toolbox: 1) Make selections with all selection tools; 2) Apply color to, enhance or retouch images with painting tools; 3) Edit images with use of editing tools; 4) Apply color fills and linear blends with fill tools; 5) Create text on image with the text tool; 6) Crop images; 7) Move around image, enlarge/reduce a view; 8) Pickup existing color from image.

		ENTRANCE SKILLS FOR (ET 21A)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (ET 37)	1	x							
	2								
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for ET 21B - Environment Design

Course Cover	
Discipline	ET-ENTERTAINMENT TECHNOLOGY
Course Number	21B
Full Course Title	Environment Design
Catalog Course Description	This course explores the process of designing compelling environments for entertainment projects. Students will develop strategies to understand, evaluate and create a variety of environments for 2D and 3D production. Topics covered include visual composition, perspective drawing, digital cinematography, and designing for interactive and virtual environments.
Rationale	This course expands on our existing pre-production curriculum, and will be one of several courses in a new visual design department certificate. The goal of the new coursework is to address the industry need for pre-production artists as well as to strengthen student design skills.
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: 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	Consistent with other ET digital courses.
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** -Animation **Certificate of Achievement**

	-Animation **Department Certificate** -Entertainment Design

Pre/Corequisites & Advisories

Prerequisite
ET 20

Pre/Corequisite
ET 91

Pre/Corequisite
ET 94

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Create functional and visually appealing environment designs for a variety of media projects.
2. Apply the environment design pipeline to original concepts.
3. Demonstrate an understanding of the storytelling impact of compositional, color and lighting choices as they relate to environment design.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:
1. Demonstrate proficiency using industry-standard design software applications.

Course Content

5%	Principles of visual composition.
10%	Principles of perspective: one, two and three point grids.
20%	Three-dimensional drawing, using basic volume shapes.
5%	Composing for film: the impact of camera placement and movement.
10%	The effects of lighting, tone, and color in narrative storytelling.
30%	Design pipeline: thumbnail, rough, cleanup, lighting pass, color pass.
10%	Pan backgrounds: tracking shots, panning using five point perspective grids.
5%	Stereoscopic design: using a "depth budget".
5%	Designing interactive and virtual environments.
Total: 100%	

Lab Content

100%	In-class exercises.
Total: 100%	

Arranged Hours Instructional Activities

Methods	Online instructor provided resources

Methods of Presentation

Methods	Critique

	Lecture and Discussion Observation and Demonstration Projects

Methods of Evaluation

Methods	• 20% - Class Participation • 30% - Portfolios Critique of final portfolio • 50% - Projects Critique of course projects including Midterm project • 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	MLA

Textbooks

1. Aleksander, N. *Beginner's Guide to Digital Painting in Photoshop*, ed. 3DTotal Publishing, 2012

2. Robertson, S. *How to Draw: drawing and sketching objects and environments from your imagination*, ed. Design Studio Press, 2013

Assignments

Develop a concept for a small section of an abandoned hospital as a possible game level. Carry through to color illustration.

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 mastery of the course content by creating an effective and original environment design portfolio.

Minimum Qualification

Minimum Qualifications:	Multimedia

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Additional Comments/Information

The department provides students with access to online training materials that will be used to support this course.

Attached Files

ET 94 Prereq Worksheet
ET 20 Prereq Worksheet
ET 91 Prereq Worksheet

Prerequisite / Corequisite Checklist and Worksheet

ET 21B, Environment Design
Corequisite: ET 20; Visual Development
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 91; Perspective Drawing
ET 94; Color Theory and Application

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

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

A)	Identify the essential steps of the pre-production process.
B)	Ability to apply drawing and storytelling skills to visual development.

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

1.	Identify the essential steps of the pre-production process.
2.	Apply drawing and storytelling skills to visual development.

	ENTRANCE SKILLS FOR (ET 21B)								
EXIT SKILLS FOR (ET 20)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

ET 21B, Environment Design
Corequisite: ET 91; Perspective Drawing
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 20; Visual Development
ET 94; Color Theory and Application

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

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

A)	Employ standard drafting methods to draw one, two, and three-point perspective.
B)	Render objects in three dimensions from any viewing angle.
C)	Create accurate shading and cast shadows using mechanical and free-hand methods.

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

1.	Employ standard drafting methods to draw one, two, and three-point perspective.
2.	Render objects in three dimensions from any viewing angle.
3.	Create accurate shading and cast shadows using mechanical and free-hand methods.

	ENTRANCE SKILLS FOR (ET 21B)								
EXIT SKILLS FOR (ET 91)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

ET 21B, Environment Design
Corequisite: ET 94; Color Theory and Application
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 20; Visual Development
ET 91; Perspective Drawing

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(the course in question)**

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

A)	Apply color principles to color mixing in traditional and digital imagery.
B)	Comprehend the importance of color expression in a social, cultural, psychological and emotional context.
C)	Direct a viewer's emotional response and visual viewpoint through color.

EXIT SKILLS (objectives) FOR **(the prerequisite course)**

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

1.	Apply color principles to color mixing in traditional and digital imagery.
2.	Comprehend the importance of color expression in a social, cultural, psychological and emotional context.
3.	Direct a viewer's emotional response and visual viewpoint through color.

	ENTRANCE SKILLS FOR (ET 21B)								
EXIT SKILLS FOR (ET 94)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for ET 21C - Prop and Vehicle Design

Course Cover	
Discipline	ET-ENTERTAINMENT TECHNOLOGY
Course Number	21C
Full Course Title	Prop and Vehicle Design
Catalog Course Description	This course explores the process of designing compelling props and vehicles for entertainment projects. Students will learn how to visually develop concepts from initial sketches to final renderings of objects from the everyday mundane to the fantastic. Emphasis is placed on principles of three-dimensional drawing and the application of design research.
Rationale	This course expands on our existing pre-production curriculum, and will be one of several courses in a new visual design department certificate. The goal of the new coursework is to address the industry need for pre-production artists as well as to strengthen student design skills.
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: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	90.00
Load Factor	0.88
Load Factor Rationale	Consistent with other ET digital courses.
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** -Animation **Certificate of Achievement** -Animation **Department Certificate** -Entertainment Design

Pre/Corequisites & Advisories

Prerequisite
ET 20

Pre/Corequisite
ET 91

Pre/Corequisite
ET 94

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Create functional and visually appealing prop and vehicle designs for a variety of media projects.
2. Collect and analyze reference materials from a variety of sources to enhance storytelling and believability.
3. Apply a professional design process to original concepts.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:
1. Demonstrate proficiency using industry-standard design software applications.

Course Content

10%	Research, compiling high-quality visual reference material.
10%	Three dimensional drawing, using basic volume shapes.
10%	Designing for 3D production.
10%	Exploring functionality and transformation.
10%	Applying size and scale comparisons.
10%	Rendering light and shadow.
30%	Design pipeline: thumbnail, rough, cleanup, lighting pass, color pass.
10%	Developing and presenting final portfolio.
Total: 100%	

Lab Content

100%	In-class exercises.
Total: 100%	

Arranged Hours Instructional Activities

Methods	Online instructor provided resources

Methods of Presentation

Methods	Critique Lecture and Discussion Observation and Demonstration Projects

Methods of Evaluation

Methods	• 20% - Class Participation • 30% - Portfolios Critique of final portfolio • 50% - Projects Critique of course projects including Midterm project • 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Robertson, S. *How to Draw: drawing and sketching objects and environments from your imagination*, ed. Design Studio Press, 2013

2. Robertson, S. *How to Render: the fundamentals of light, shadow and reflectivity*, ed. Design Studio Press, 2014

Assignments

Reimagine the primary Rebel and Imperial fighter vehicles from the original Star Wars film. Carry through to full turn-around drawings.

Student Learning Outcomes

1. Create an effective and original prop and vehicle design portfolio.
2. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

Minimum Qualification

Minimum Qualifications:	Multimedia

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Additional Comments/Information

The department provides students with access to online training materials that will be used to support this course.

Attached Files

ET 20 Prereq Worksheet
ET 91 Prereq Worksheet
ET 94 Prereq Worksheet

Prerequisite / Corequisite Checklist and Worksheet

ET 21C, Prop and Vehicle Design

Corequisite: ET 20; Visual Development

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

ET 91; Perspective Drawing

ET 94; Color Theory and Application

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

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

A)	Identify the essential steps of the pre-production process.
B)	Ability to apply drawing and storytelling skills to visual development.

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

1.	Identify the essential steps of the pre-production process.
2.	Apply drawing and storytelling skills to visual development.

	ENTRANCE SKILLS FOR (ET 21C)								
EXIT SKILLS FOR (ET 20)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

ET 21C, Prop and Vehicle Design
Corequisite: ET 91; Perspective Drawing
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 20; Visual Development
ET 94; Color Theory and Application

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

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

A)	Employ standard drafting methods to draw one, two, and three-point perspective.
B)	Render objects in three dimensions from any viewing angle.
C)	Create accurate shading and cast shadows using mechanical and free-hand methods.

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

1.	Employ standard drafting methods to draw one, two, and three-point perspective.
2.	Render objects in three dimensions from any viewing angle.
3.	Create accurate shading and cast shadows using mechanical and free-hand methods.

	ENTRANCE SKILLS FOR (ET 21C)								
EXIT SKILLS FOR (ET 91)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

ET 21C, Prop and Vehicle Design
Corequisite: ET 94; Color Theory and Application
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 20; Visual Development
ET 91; Perspective Drawing

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **(the course in question)**

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

A)	Apply color principles to color mixing in traditional and digital imagery.
B)	Comprehend the importance of color expression in a social, cultural, psychological and emotional context.
C)	Direct a viewer's emotional response and visual viewpoint through color.

EXIT SKILLS (objectives) FOR **(the prerequisite course)**

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

1.	Apply color principles to color mixing in traditional and digital imagery.
2.	Comprehend the importance of color expression in a social, cultural, psychological and emotional context.
3.	Direct a viewer's emotional response and visual viewpoint through color.

	ENTRANCE SKILLS FOR (ET 21C)								
EXIT SKILLS FOR (ET 94)		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Santa Monica College
New SMC Course
Expanded Course Outline for HEALTH 70 - Integrative Health

Course Cover	
Discipline	HEALTH-HEALTH OCCUPATIONS
Course Number	70
Full Course Title	Integrative Health
Catalog Course Description	This course introduces the field of Integrative Health as it is practiced in modern healthcare settings. Integrative Health addresses wellness of the whole person: body, mind, and spirit. The course will explore the major domains of Integrative Health, and the philosophies of health and healing that unite all of these domains. Topics include natural products, mind-body-spirit therapies, manipulative and body-based therapies, energy therapies, and global perspectives of Integrative Health practice.
Rationale	The emerging field of Integrative Health has captured the interest of healthcare providers, practitioners and consumers. This course is designed for Allied health students, healthcare practitioners, and learners seeking to understand this emerging field.
Proposal Information	
Proposed Start	Year: 2016 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
(pending review) • CSU GE Area E: Lifelong Understanding and Self-Development o 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. Describe the foundations of Integrative Health.	
2. Discuss how Integrative health practices are utilized in modern health care settings.	
3. Contrast various mind-body-spirit therapies.	
4. Identify manipulative and body-based therapies.	
5. Compare natural products used for the maintenance of well being.	
6. Describe energy therapies.	
7. Evaluate the current education, practice, and research in the field of Integrative health.	
8. Discuss global perspectives on the state of the practice of Integrative Health.	
Course Content	
20%	Foundations of Integrative Health
20%	Integrative Health in Today's healthcare settings
10%	Mind-Body-Spirit therapies
10%	Manipulative and Body Based therapies
10%	Natural products for wellness
10%	Energy therapies
10%	Education, Practice, and Research in the field of Integrative Health
10%	Global Perspectives -- state of the practice
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor provided resources Visiting Lecturers
Methods of Evaluation	
Methods	• 20% - Class Participation • 20% - Exams/Tests • 20% - Final exam • 20% - Group Projects • 20% - Written assignments Integrative Self Awareness • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Kreitzer, M.J., Koithan, M.. *Integrative Nursing*, ed. New York: Oxford University Press, 2014, ISBN: 0199860734.	
2. Eliopoulos, C. *Invitation to Holistic Health: A Guide to Living a Balanced Life*, 3 ed.	

Burlington, Massachusetts: Jones and Bartlett Learning, LLC, 2013, ISBN: 1449694217.
Assignments
Group Presentation: Students work in groups to research one of the major domains of Integrative health, make a field visit relevant to the major domain, and complete the Field Visit Evaluation form. This information is presented to the class. Written Assignment: Students write a paper about the reflective practice of Integrative Self-Awareness.
Student Learning Outcomes
1. Describe the domains of Integrative Health.
2. Demonstrate an increased self-awareness of personal Integrative Health practices.

Minimum Qualification	
Minimum Qualifications:	Health (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 MATH 50 - Pre-Statistics

Course Cover	
Discipline	MATH-MATHEMATICS
Course Number	50
Full Course Title	Pre-Statistics
Catalog Course Description	This course introduces algebra topics and the basic elements of exploratory data analysis needed for Elementary Statistics (Math 54) and Finite Mathematics (Math 21). Course topics include formulas and algebraic expressions, linear equations and inequalities in one variable, analyzing and producing data, sample statistics and graphs, functions, systems of linear equations, and probability. Course Comment: Math 50 is designed for students who are only required to complete Elementary Statistics (Math 54) or Finite Mathematics (Math 21). Students who plan to take a non-math course which lists math 20 or math 31 as a pre-requisite should take those courses unless otherwise advised by the department offering the non-math course. This course is not intended as a preparation for precalculus or calculus. Students planning to take precalculus (Math 2) must complete Intermediate Algebra (Math 20).
Rationale	To create an accelerated pathway to non-STEM transferable courses (Math 54 and Math 21).
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: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Total Semester Instructional Hours	90.00
Load Factor	1.00
Load Factor Rationale	This is a lecture based course.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transferability

Does NOT transfer to CSU or UC
SMC GE Area:
• GENERAL EDUCATION PATTERN (SMC GE) o Area IV-B: Language and Rationality (Group B)

Program Applicability	
Designation	Credit - Degree Applicable

Pre/Corequisites & Advisories

Prerequisite
MATH 84
or

Prerequisite
MATH 85

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Evaluate, apply, and simplify algebraic expressions.
2. Use linear expressions, equations, and inequalities in application problems.
3. Solve systems of linear equations using matrix row reduction.
4. Produce data through random sampling and analyze the data collected.
5. Analyze real data sets by finding measures of central tendency, position, and spread, including standard deviation, and by constructing various charts and graphs.
6. Apply linear, exponential, logarithmic, and other functions to solve application problems including linear regression analysis.
7. Use data to calculate and analyze the slope, y-intercept, and equation of a line in two variables and construct a graph of the linear equation and regression line.
8. Solve and analyze basic probability problems using ratios, proportions, two-way tables and percentages.

Course Content	
10%	Formulas and algebraic expressions
15%	Linear equations and inequalities in one variable
20%	Analyzing and producing data
10%	Sample statistics and graphs
15%	Linear equations and inequalities in two variables
20%	Functions
5%	Systems of Linear Equations
5%	Probability
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion Projects

Other Methods	Oral Presentations, Problem Solving, Written Assignments

Methods of Evaluation

Methods	• 60% - Exams/Tests 3 to 5 Exams • 25% - Final exam • 15% - Projects Projects, Written Assignments, Presentations • 100% - Total
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 formulas may be provided during exams. A graphing calculator may be used during exams. Projects must be included as part of the evaluation process. At the discretion of the instructor, homework, quizzes, or class participation may be part of the evaluation process.

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Jay Lehmann. *A Pathway To Introductory Statistics*, 1st ed. Pearson, 2016, ISBN: 978-0-13-410717-9.

Assignments

Sample Assignment

See attachment

Student Learning Outcomes

1. Students will develop success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code and other codes of conduct.
2. Construct, evaluate, and analyze mathematical models and graphs to represent relationships in quantitative data.

Minimum Qualification

Minimum Qualifications:	Mathematics (Masters Required)

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

I. Sample Assignments:

1. The 2010 Census results include a summary of the racial composition of the population of the United States. The data reported for the population of the State of California are summarized below. The data are given in millions. (Source: census.gov)

Race	California
White	21.5
Black or African American	2.3
American Indian and Alaska Native	0.4
Asian	4.9
Native Hawaiian and Other Pacific Islander	0.1
Some Other Race	6.3
Two or More Races	1.8

a) Construct a relative frequency distribution for the racial composition of the population of California.
b) What percentage of California residents claims two or more races?
c) What percentage of California residents is not Asian?
d) Construct a relative frequency bar graph for this data.
e) Construct a pie chart for this data.

2. The heights and weights of 11 men between the ages of 21 and 26 were measured. The data are presented in the table below.

Height (Inches), x	75	66	71	67	70	72	72	70	72	76	69
Weight (Pounds), y	187	151	183	155	179	175	181	173	194	212	160

a) Draw a scatter diagram of the data.
b) Based on the scatter diagram, comment on the type of relation that appears to exist between the height and the weight of the men.
c) Using the points (66, 151) and (76, 212) to find the equation of a line that could represent the relation between the height (x) and the weight (y) of men between the ages of 21 and 26. Write your answer in slope-intercept form of a line.

3. A statistics professor counted the number of students late for class on each day of the semester. These data are given below.

3	3	1	1	5	2	5	1	2	2	5	6
2	5	3	4	5	3	5	3	2	6	2	0
5	4	4	3	2	4	10	2	5	2	0	4

	a) Find the mean, the median, the mode, and the midrange of the data. b) Find the range, the variance, and the standard deviation of the data. *Note*: Make sure to include the units in your final answer and round your answer to the nearest tenth.
4.	Simplify the following expression: $6(2x - 3y) - 4(9x + 5y)$

Prerequisite / Corequisite Checklist and Worksheet

(Mathematics 50)

Prerequisite: Math 84 (Prealgebra) or Math 85 (Arithmetic and Prealgebra)

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

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR Math 50

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

A)	Use correct mathematical vocabulary and notation when translating from English to mathematics and from mathematics to English.
B)	Reasonably estimate the answer to a numerical problem.
C)	Solve proportion and percent problems.
D)	Prime factor whole numbers. Find the greatest common factor and the least common multiple of two or more whole numbers.
E)	Use the order of operations to evaluate expressions involving signed rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
F)	Convert between signed fractions, decimals, and percents.
G)	Solve introductory applications requiring the use of rational numbers.
H)	Show work in sequence with clear and logical steps.
I)	Find the perimeter and area of closed polygonal regions using appropriate units of measurement.

Prerequisite courses for Math 50 are Math 85 or Math 84. Below is a list of the exit skills for these courses.

EXIT SKILLS FOR Math 85: Upon successful completion of Math 85, the student will be able to:

1.	Add, subtract, multiply, and divide positive and negative numbers including integers, fractions and decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Reasonably estimate the answer to a numerical problem.
5.	Solve proportion and percent problems.
6.	Find prime factorizations of whole numbers.
7.	Find the greatest common factor and least common multiple of two or more whole numbers.
8.	Use the order of operations to evaluate expressions involving positive and negative rational numbers, including, but not limited to, those containing nested grouping symbols and exponents.
9.	Convert between positive and negative fractions and signed decimals, and between fractions and percents.
10.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
11.	Show work in a sequence of clear and logical steps.
12.	Graph positive and negative rational numbers on the number line.
13.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
14.	Find the square root of a perfect square.
15.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid, using units of measurement.

16.	Evaluate algebraic expressions given the replacement values of the variables.
17.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
18.	Solve first degree equations in a single variable.
19.	Use conversion factors to convert between units of measurement.
20.	Use a ruler to measure in terms of the customary (metric) system and the U.S. Customary system (English).

EXIT SKILLS FOR Math 84: Upon successful completion of Math 84, the student will be able to:

1.	Add, subtract, multiply, and divide integers, signed fractions and signed decimals.
2.	Use correct mathematical vocabulary and notation when translating phrases from English to mathematics and from mathematics to English.
3.	Read and analyze a word problem and represent the information in algebraic form.
4.	Use prime factorizations of whole numbers together with concepts of least common multiple and greatest common factor to simplify signed fractions.
5.	Use the order of operations to evaluate expressions involving signed numbers, including, but not limited to, those containing nested grouping symbols.
6.	Convert between signed fractions and signed decimals, and between fractions and percents.
7.	Solve introductory level applications requiring the use of integers, fractions, decimals and percents.
8.	Show work in a sequence of clear and logical steps.
9.	Graph signed rational numbers on the number line.
10.	Compare two rational number expressions and use an inequality symbol or equal sign to express their order relationship.
11.	Find the square root of a perfect square.
12.	Find the perimeter and area of closed polygonal regions, as well as the surface area and volume of a rectangular solid using units of measurement.
13.	Evaluate algebraic expressions given the replacement values of the variables.
14.	Simplify sums, differences, products, quotients and integer powers of monomial expressions.
15.	Solve first degree equations in a single variable.
16.	Use conversion factors to convert between units of measurement.

EXIT SKILLS FOR Math 81 Prerequisite for Math 84

17.	(#5 on Math 81 list) Reasonably estimate the answer to a numerical problem.
18.	(#8 on Math 81 list) Solve, ratio, proportion, and percent problems.

		ENTRANCE SKILLS FOR (50)								
EXIT SKILLS FOR (85)		A	B	C	D	E	F	G	H	I
	1						x	x		
	2	x						x		
	3	x						x		
	4		x				x			
	5			x			x			
	6				x					
	7				x					
	8					x				
	9				x					
	10				x			x		
	11								x	
	12									
	13									
	14									
	15	x								x
	16								x	
	17					x				
	18					x			x	
	19						x			
	20									

		ENTRANCE SKILLS FOR (50)								
EXIT SKILLS FOR (84)		A	B	C	D	E	F	G	H	I
	1						x	x		
	2	x						x		
	3	x						x		
	4				x					
	5					x				
	6				x					
	7							x		
	8								x	
	9									
	10									
	11									
	12									x
	13								x	
	14					x				
	15					x			x	
	16						x			
EXIT SKILLS FOR 81	17		x				x			
	18			x			x			

Santa Monica College
New SMC Course
Expanded Course Outline for PRO CR 21 - First Aid and Cardio-Pulmonary Resuscitation

Course Cover	
Discipline	PRO CR-KINESIOLOGY PROFESSIONAL COURSES
Course Number	21
Full Course Title	First Aid and Cardio-Pulmonary Resuscitation
Catalog Course Description	A course in CPR (cardio-pulmonary resuscitation), AED (Automated External Defibrillator) and basic first aid. This course will cover emergency care of the ill and or injured, including; recognizing and treating life threatening emergencies such as breathing, choking, cardiac emergencies, severe bleeding, and shock. The treatment of soft tissue injuries like burns, musculoskeletal, head, neck, and back injuries. The treatment of medical emergencies such as sudden illness, poisonings, hypothermia and hyperthermia. Upon successful course completion, American Red Cross first aid certificates and American Red Cross or American Heart Association CPR certificates are awarded to students.
Rationale	CPR and First Aid is essential for anyone entering a profession in the athletics field; furthermore, 85% of persons trained in lifesaving skills perform CPR on a family member. These skills are vital and relevant for all students.
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: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 1.00 (Sem: 18)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	72.00
Load Factor	1.00
Load Factor Rationale	Students will be submitting homework on a weekly basis and

	the instructor will need to grade and correct this work. Aside from the lectures, students will be required to attend labs where they will watch pertinent videos and take part in mock rescues.
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

Comparable Transfer Courses:

- **California Community College**
  Pasadena City College
  FIRST AID-RESPONDING TO EMERGENCIES PETH 5
- **California Community College**
  Golden West College
  First Aid/Cardio-Pulmonary Resuscitation KINESIOLOGY G101
- **UC**
  UC Riverside
  First Aid and Cardio-Pulmonary Resuscitation PED 021
- **UC**
  UC Davis
  Theory of Lifesaving and Water Safety 25

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	**AS Degree** -Kinesiology **Certificate of Achievement** -American Red Cross:Adult and Pediatric CPR/AED/First Aid

Course Objectives

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

1. Determine the signs and symptoms of a cardiac emergency and take appropriate action.
2. Identify a life-threatening emergency and take appropriate action.
3. Understand the signs and symptoms of respiratory distress and take appropriate action.
4. Implement their emergency action plan in appropriate situations.

Course Content

5%	Cardiovascular system
10%	Adult CPR/AED
10%	Adult Respiratory distress including choking and hypoxia.
10%	Pediatric CPR/AED
10%	Pediatric respiratory distress including child and infant choking and

	hypoxia
5%	Bone breaks, sprains and tears. Understanding how and when to splint.
5%	Injuries to the head neck and back.
5%	Heat related illness/cold related illness and appropriate care.
5%	Lacerations and wound care
5%	Seizures, when to call EMS.
5%	Emergency action plan
5%	Signs and symptoms of shock and proper treatment
5%	Stoke, defined, signs and symptoms, appropriate action.
5%	Primary and secondary assessment.
5%	Personal protective equipment. Blooborne pathogens.
5%	Animal and insect bites. Anaphylactic shock, epinephren, asthma, and diabetes.
Total: 100%	
Lab Content	
10%	Practical CPR/AED on an adult victim (mannequin) in various scenarios.
10%	Pracitcal CPR/AED on a child and infant (mannequin) in various scenarios.
10%	Respiratory emergencies: taking appropriate action given various scenarios.
10%	Choking victim rescue for various ages and scenarios.
10%	Stroke: watch video and write analysis on cause and signs and symptoms of a victim.
10%	Watch video on sudden illness and write a paper on various signs and symptoms with appropriate care.
10%	Watch video on variuos bloodborne pathogens and write a plan for protecting self against infection.
10%	Practical application of hard, soft and anatomical splits.
10%	Practical application of wound treatment.
10%	Watching all required videos for the week's lectures.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lab Lecture and Discussion Observation and Demonstration Visiting Lecturers
Methods of Evaluation	
Methods	• 10% - Class Participation Participants must attend all lessons in order to receive Red

Cross certification. Grades are dependent on consistent attendance.

- 10% - Class Work
  Students will be observed performing various skills in class.
- 10% - Exams/Tests
  Students will be graded on their midterm written exam.
- 20% - Final Performance
  Students will be graded according to their performance during a mock rescue.
- 10% - Final exam
  Students will have a final written exam.
- 20% - Homework
  Students will receive homework weekly.
- 20% - Lab Reports
  Students will have reports due weekly based on lab projects.
- 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. American Red Cross. *First Aid: Responding to Emergencies*, 12 ed. Staywell Co., 2012

2. American Red Cross. *CPR/AED for the Professional Rescuer and Healthcare Provider*, 11 ed. Staywell Co., 2011, ISBN: 978-1584804949.

3. Green, John. *Human Anotomy in Full Color*, 1 ed. Courier Corporation, 2013

Software

1. American Red Cross Basic Life Support for Healthcare Providers DVD. Staywell Co, 1 ed.
For use in the Basic Life Support for Healthcare Providers course, this DVD includes the Course Presentation to be used during the course as well as team response skills demonstration videos. The Course Presentation is an in-class visual aid that helps instructors guide lecture and discussion, introduce key learning points, lead participant practice response scenarios, and facilitate reflection and debriefing session that are critical to the course. Two team emergency response videos are provided demonstrating proper basic life support skills including enhanced graphics to reinforce key learning points.

Assignments

Sample Assignment

Based on your in-class work and lab work, create an emergency action plan for the following scenario:

You enter a room where a man appears to be unconscious. After checking that the scene is safe and checking the victim, you find he has no pulse and is not breathing. Describe

your appropriate next steps.	
Student Learning Outcomes	
1. Identify life-threatening conditions that require immediate action and EMS response.	
2. Take appropriate action when faced with a cardiovascular emergency.	
3. Create an emergency action plan that coincides with local emergency response systems.	
Minimum Qualification	
Minimum Qualifications:	Other - Masters or equivalent. Also, currently certified to teach American Red Cross and/or American Heart Association CPR/AED/First Aid for Adults, Infants and Children.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

48th SPRING SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS

April 1 – April 2, 2016

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 21 – 23, 2016.

Resolutions Committee 2015-2016
John Stanskas, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Cheryl Aschenbach, Lassen College, Area A
Randy Beach, Southwestern College, Area D
Rochelle Olive, College of Alameda, Area B
Michelle Sampat, Mt. San Antonio College, Area C

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *

Table of Contents

1.0 ACADEMIC SENATE

*1.01 S16 Mentoring Programs for Part-Time Faculty

Whereas, The Academic Senate for California Community Colleges has long-standing positions[1] in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Part-Time Task Force

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY

*3.01 S16 Diversifying Faculty to Enhance Student Success

Whereas, Studies have indicated that a more diverse faculty workforce can enhance student success and may help to close achievement gaps for underrepresented students by as much as 20% to 50%[2];

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty

[1] Please see resolution 9.06 F90 (http://asccc.org/resolutions/faculty-mentoring) and resolution 12.07 F92 (http://asccc.org/resolutions/part-time-faculty-mentoring).

[2] See, for example, "To Be Young, Gifted, and Black, It Helps to Have a Black Teacher" at http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher" and Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.* American Economic Review, 104(8): 2567-2591.

diversity, yet a great disparity between the faculty diversity and the diversity of the student population remains, as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white[3];

Whereas, Education Code Section 87100 (a) (3) cites the need for a "work force that is continually responsive to the needs of a diverse student population," and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ethnic minorities compromise professional and academic standards; and

Whereas, Practices that promote the recruitment and hiring of faculty who can serve the needs of diverse student populations will ultimately lead to a more diverse faculty workforce by focusing on and identifying candidates that can best understand, communicate with, and advocate for diverse student populations, thus increasing both faculty diversity and student success;

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations while in no way compromising the professionalism nor standards of academic programs; and

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates to work jointly with collective bargaining agents, EEO Officers, and Human Resources Offices in order to ensure hiring practices reflect the urgency for developing a work force responsive to the needs of diverse student populations and to correct misperceptions about obstacles to promoting faculty diversity.

Contact: Adrienne Foster (EEO ASCCC Representative) and Cleavon Smith (Equity and Diversity Action Committee), Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01 S16 Costs Associated with Prior Military Experience Credit

Whereas, AB 2462 (Block, 2012) calls for "the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, [to] determine for which courses credit should be awarded for prior military experience"; and

[3] CCCCO Equity Summit Presentation, Irvine, CA November 4, 2015.

Whereas, Responsibility for determining credit for prior learning, using mechanisms like credit by exam, relies on input and evaluation by faculty in the disciplines for which credit is being sought and is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, research the costs of implementation of credit for prior military experience; and

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, work to secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience.

Contact: Erik Shearer, Napa College, SACC Chair

9.01 CURRICULUM

9.01 S16 Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

Whereas, Resolution 9.01 S15 directed the Academic Senate for California Community Colleges to "develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session";

Whereas, The recommendations of the Strong Workforce Task Force have resulted in renewed focus on the effectiveness on local curriculum approval processes; and

Whereas, The timely adoption and revision of curriculum requires effective faculty-driven curriculum approval processes through local academic senates and curriculum committees;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: John Freitas, Executive Committee, Curriculum Committee

See Appendix A - Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

***9.02 S16 Develop a Paper on Effective Practices for Educational Program Development**

Whereas, "Educational program development," which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;

Whereas, The Strong Workforce Task Force[4] has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
- Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and

Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising educational programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

*9.03 S16 Criteria for Recording Low-Unit Certificates on Student Transcripts

Whereas, Title 5 §55070 states that certificate programs of 18 or more semester units require Chancellor's Office approval and must be designated "certificates of achievement" and also allows colleges the option of seeking Chancellor's Office approval and certificate of achievement designation for certificate programs of greater than 12 semester units but less than 18 semester units, with Chancellor's Office approval required in order for the certificates to be listed on student transcripts;

Whereas, Title 5 contains no provision for Chancellor's Office approval of certificates of less than 12 units (often referred to as low-unit certificates), and therefore certificates of less than 12 semester units cannot be recorded on student transcripts even though they may be of value to students and may meet the needs of the community and industry partners;

[4] The report of the Strong Workforce Task Force is available at http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx

Whereas, In January 2016 the Chancellor's Office provided the following voluntarily reported data on the award of low-unit certificates to the System Advisory Committee on Curriculum:

- During the period 2010-2015, a total of 77,836 certificates of less than 18 units and not approved by the Chancellor's Office were awarded to students without being recorded on their transcripts
- Of these 77,836 certificates awarded to students but not listed on their transcripts, 56,787 were certificates between 6 and 18 semester units and 21,049 were certificates of less than 6 semester units; and

Whereas, The Strong Workforce Task Force recommendations include a recommendation to "(e)xpand the definition of student success to better address workforce training outcomes for both 'completers' (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and 'skills builders' (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement)," a recommendation that clearly recognizes the value of certificates of less than 12 units to industry partners and to the students who earn them;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to identify criteria and any regulatory changes needed to allow colleges to record the completion of all certificates on student transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to review their certificates of greater than 12 semester units but less than 18 semester units that have not been submitted to the Chancellor's Office and evaluate the efficacy of submitting such certificates to the Chancellor's Office for approval, thus allowing such certificates to be recorded on student transcripts, as a potential benefit to its students.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

*9.04 S16 Flexibility in Awarding Unit Credit for Cooperative Work Experience

Whereas, Cooperative work experience education, as defined in Title 5 §55252, allows students to earn college credit while gaining work experience either related or not related to their educational goals;

Whereas, Title 5 §55256.5 states that the course credit for cooperative work experience is granted according to the following formula:

(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Whereas, Title 5 §55002.5 allows increments of 0.5 units or less if local policy permits, but §55256.5 is ambiguous on the allowance of increments of less than one unit for cooperative work experience; and

Whereas, The consensus of the System Advisory Committee on Curriculum is that colleges should be allowed to offer credit for cooperative work experience in increments of less than one unit in order to provide flexibility to colleges in their efforts to develop cooperative work experience programs that meet the specific needs of their students;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise Title 5 §55256.5 to allow greater flexibility in awarding unit credit, including credit in increments of less than one unit, for cooperative work experience.

Contact: Toni Parsons, San Diego Mesa College, Curriculum Committee

***9.05 S16 Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid**

Whereas, Title 5 §55070(a) defines a Certificate of Achievement as "Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework," and these certificates must be submitted to the Chancellor's Office for approval and are included on a student's transcript upon completion;

Whereas, Any state-approved educational program that consists of at least 16 semester units or 24 quarter units is eligible for federal financial aid;

Whereas, Colleges are not required to seek Chancellor's Office approval for certificate programs that are less than 18 semester units or 27 quarter units; and

Whereas, Local decisions to not seek Chancellor's Office approval for certificates that are at least 16 semester units and less than 18 semester (or at least 24 quarter units and at least 27 quarter units) effectively block access to federal financial aid for students who complete such certificate programs;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §55070(a) to require all certificate programs consisting of 16 or more semester units (or 24 or more quarter units) be

submitted to the Chancellor's Office for approval in order to maximize student access to federal financial aid; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to review and consider for submission to the Chancellor's Office any existing local certificates that are at least 16 semester units and less than 18 units (or at least 24 quarter units and at least 27 quarter units) to more immediately expand student access to federal financial aid.

Contact: Tiffany Tran, Irvine Valley College, Curriculum Committee

***9.06 S16 Student Learning Outcomes Assessment is a Curricular Matter**

Whereas, The ASCCC paper "Guiding Principles for SLO Assessment," approved by the body in Fall 2010 states, "SLOs are instruments of curriculum development, and therefore both the design and the assessment of SLOs clearly are curricular matters";

Whereas, Outcomes assessment is a form of research that may inform improvements in course curriculum, program curriculum and teaching methodologies with the goal of improving student achievement; and

Whereas, Curriculum is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should rely primarily on the advice and judgment of the local senates; and

Resolved, That the Academic Senate for California Community Colleges urge local senate leaders to advocate for outcomes assessment as a form of academic research that emphasizes improvement in student learning over compliance with accreditation standards.

Contact: Stephanie Curry, Reedley College, Accreditation Committee

***9.07 S16 Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses**

Whereas, Recent legislative action to equalize the apportionment funding rate for career development and college preparation noncredit instruction with that of credit instruction may make the use of noncredit courses as prerequisites and co-requisites for credit courses an attractive option for colleges that are developing alternative curricular pathways designed to prepare students for college-level work;

Whereas, Because students are not awarded units for completing noncredit courses, the potential benefits to students of the use of noncredit courses as prerequisites and co-

requisites for credit courses include no registration fees, no effect on registration priority, and no effect on financial aid eligibility; and

Whereas, Title 5 §§55002 and 55003 are silent on the use of noncredit courses as prerequisites and co-requisites for credit courses, and no existing professional guidance from the Academic Senate has been created to assist faculty in the effective use of noncredit prerequisite and co-requisite courses to adequately prepare students for the target credit courses;

Resolved, That the Academic Senate for California Community Colleges develop guidelines on the appropriate use of noncredit courses as prerequisites and co-requisites for credit courses that ensure the quality and rigor of the curriculum, and distribute the guidelines to the field by spring 2017.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S16 Adopt the Paper *Equivalence to the Minimum Qualifications*

Whereas, Questions regarding equivalence to faculty minimum qualifications and equivalency processes have been raised with increasing frequency in recent years, especially due to the 2015 discussions of the Task Force on Workforce, Job Creation, and a Strong Economy; and

Whereas, Resolution 10.01 F14 directed the ASCCC to revise its 2006 paper *Equivalence to the Minimum Qualifications*;

Resolved, That the Academic Senate for California Community Colleges adopt the proposed revisions to the paper *Equivalence to the Minimum Qualifications.*

Contact: John Stanskas, Executive Committee, Standards and Practices Committee Chair

See Appendix B – Equivalency Paper

11.0 TECHNOLOGY

*11.01 S16 Update the 2008 Technology Paper

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, In order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are

needs that may be identified through local program review processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Contact: Dolores Davison, Executive Committee, Online Committee

18.0 MATRICULATION

*18.01 S16 Develop Retesting Guidelines for the Common Assessment

Whereas, Title 5 §55522 (b) specifies that "Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test";

Whereas, Existing district policies often permit students to retake an assessment test after some period of time, but that period of time can vary greatly from one district to another, with some districts allowing students to reassess immediately while other districts require students to wait several years; and

Whereas, The Common Assessment will ensure that all community college students are assessed using the same assessment exam, and variances between district policies could create equity issues for students that do not have access to a district with a less restrictive retesting policy;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop guidelines for the development of assessment policies that maintain local control over retesting policies and procedures while

maximizing access for students and distribute the guidelines to local senates and curriculum committees prior to the availability of the Common Assessment to all colleges; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to wait to revise existing current policies until after the distribution of assessment retesting guidelines.

Contact: Craig Rutan, Executive Committee, Co-chair Common Assessment Initiative

19.0 PROFESSIONAL STANDARDS

*19.01 S16 Support for Faculty Open Educational Resources Coordinators

Whereas, The College Textbook Affordability Act of 2015 (AB 798 Bonilla, 2015), provides incentives to colleges that seek to reduce textbook costs by adopting Open Educational Resources (OER) in a minimum of 10 course sections;

Whereas, The intersegmental California Open Educational Resources Council (COERC) created a Request for Proposals (RFP) that included the specific requirement that colleges include in the RFP the "Identification, roles, and responsibilities of your Textbook Affordability Campus Coordinator who will coordinating your textbook affordability program, including ensuring the programs are implementing in a timely and effective manner and providing reports and evaluations on the campus's program outcomes"; and

Whereas, The evaluation of program outcomes regarding curricular decisions, including the adoption of textbooks, is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates that choose to participate in the Textbook Affordability Act to be responsible for the selection of the Textbook Affordability Campus Coordinator.

Contact: Cheryl Aschenbach, Executive Committee, COERC Member